

DOCUMENT RESUME

ED 400 941

PS 024 558

AUTHOR Signer, Sheila M., Ed.; Wright, Sylvia Stein, Ed.
TITLE Program for Infant/Toddler Caregivers. Trainer's Manual, Module III: Learning and Development.
INSTITUTION California State Dept. of Education, Sacramento.; Far West Lab. for Educational Research and Development, Berkeley, Calif.
REPORT NO ISBN-0-8011-1108-0
PUB DATE 95
NOTE 160p.; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.
AVAILABLE FROM Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, telephone: 916-445-1260 (\$20, plus sales tax for California residents).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Caregiver Role; Child Caregivers; Classroom Design; Cognitive Development; *Day Care; Day Care Centers; Developmental Stages; Early Childhood Education; Family Day Care; Imitation; *Infants; *Language Acquisition; Object Permanence; *Teacher Education; Teacher Education Programs; Teaching Guides; *Toddlers; Trainers; Videotape Cassettes
IDENTIFIERS Program for Infant Toddler Caregivers CA

ABSTRACT

This trainer's manual covers module III of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The manual is intended to be used by module instructors and includes an overview of the PITC and instructions for using the manual and its accompanying videos. The module contains 13 lessons, designed to be covered in one- to two-hour sessions. The first section, "Cognitive Development and Learning," contains lessons on (1) Learning Schemes and Cause and Effect, (2) Tools and Object Permanence, (3) Space and Imitation, (4) Facilitating Learning: The Role of the Caregiver, (5) Caregiver Responsiveness, (6) Setting the Stage for Learning: The Environment, (7) The Ages of Infancy: Young Infants, (8) The Ages of Infancy: Mobile Infants, and (9) The Ages of Infancy: Older Infants. The second section, "Language Development and Communication," contains lessons: (10) Language in the Multicultural Child Care Setting, (11) Language Development in Young Infants, (12) Language Development in Mobile Infants, and (13) Language Development in Older Infants. An outline of the two accompanying videos for this module, and pricing and ordering information for all four PITC modules, are also included. (EV)

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Trainer's Manual Module III: Learning and Development

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Publishing Information

The Program for Infant/Toddler Caregivers' *Trainer's Manual, Module III: Learning and Development* was developed by the Center for Child and Family Studies, Far West Laboratory for Educational Research and Development. (See the Acknowledgments on page iv for the names of those who made significant contributions to the document.)

The document was edited for publishing by Sheila M. Signer and Sylvia Stein Wright in cooperation with Peter L. Mangione and Shannon Kilkenny. Janet Poole, Administrator, and Mary Smithberger, Consultant, Child Development Division, California Department of Education, reviewed and made recommendations on the content of this document. Sheila Signer and Kathleen Bertolucci managed the design and production.

This trainer's manual was prepared for publication by Far West Laboratory. It was distributed by the California Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720), under the provisions of the Library Distribution Act and Government Code Section 11096.

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ISBN 0-8011-1108-0

Ordering Information

Copies of this publication are available for \$20.00 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260).

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Module III: Learning and Development Materials Needed

**In order to use this manual effectively,
you will need the following materials:**

Print

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Infant/Toddler Caregiving: A Guide to Language Development
and Communication

Visions for Infant/Toddler Care: Guidelines for Professional Caregiving

Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials

Video magazines for each of the videos for every participant

Video

Discoveries of Infancy:
Cognitive Development and Learning

The Ages of Infancy:
Caring for Young, Mobile, and Older Infants

Preface

The Program for Infant/Toddler Caregivers began at Far West Laboratory (FWL) in 1986, prompted by concerns at the California Department of Education's Child Development Division (CDD) about the quality of available infant care. At that time, more than 50% of mothers with children under age three were working outside the home, and the number of people trained to provide high-quality child care did not begin to meet the demand. To meet this need, FWL and CDD joined to develop a comprehensive training system for providers of care to infants and toddlers in both family child care and center programs. An assessment of training needs among child care providers and a review of existing materials led to the selection of video as the centerpiece for the Program for Infant/Toddler Caregivers' training system. In order to reach as many child care providers as possible, the videos are created in Spanish and Chinese (Cantonese) as well as in English. The videos are complemented by video magazines, caregiver guides, trainer's manuals, and various other written materials.

A major component of the training system is a series of trainer-of-trainer institutes conducted by FWL and CDD four times a year in California and at various times in other states throughout the nation. The vision guiding the Program's products and training system is that of providing quality care that meets infants' needs for warm, supportive relationships in an intimate setting. Designed specifically for professional caregivers of children under the age of three, the videos, print materials, and training strategies are based on the latest child development theory, research, and practice. Each product has been created to assist caregivers in both understanding and carrying out day-to-day care (e.g., setting up environments, building relationships with parents and children, facilitating cognitive development, ensuring safety and health). The training materials have also been found to be useful with parents and other professionals.

At present, there are four training modules in the Program for Infant/Toddler Caregivers: I: Social-Emotional Growth and Socialization; II: Group Care; III: Learning and Development; and IV: Culture, Family, and Providers. Each training module contains one or more caregiver guides, one or more training videos, and a trainer's manual, such as this one, specifically developed for that module.

Except for the trainer's manuals, every component of the training system can stand alone as a training tool. The trainer's manuals are supplementary to the other Program for Infant/Toddler Caregivers' training materials. They provide suggestions, lesson plans, and additional materials to assist trainers in using the Program for Infant/Toddler Caregivers' videos, caregiver guides, and other materials in training. The manual you have before you reflects training strategies shown in research and in practice to be effective tools for adult learning. It is a vital organizing link that will help you implement training with the materials of the Program for Infant/Toddler Caregivers.

J. Ronald Lally, Ed.D.

Director

The Program for Infant/Toddler Caregivers

Far West Laboratory for Educational Research and Development

Acknowledgments

This publication was developed by the Center for Child and Family Studies, Far West Laboratory for Educational Research and Development, under the direction of Dr. J. Ronald Lally.

Special thanks go to Donna Lloyd-Kolkin and Mary Jane Maguire-Fong, who played major roles in writing this document; Sheila Signer, project manager and principal editor; Cheryl Oku and Peter L. Mangione for additional writing and editing; Kathy Bertolucci, Shannon Kilkenny, Karla Nygaard, and Jeff Israely, for editorial assistance; Janet Poole and Mary Smithberger, Child Development Division, California Department of Education, for their review and recommendations on content; Sheila Signer for the photographs; and Juan Fuentes for the illustrations. Thanks are also extended to the members of the National and California Advisory Panels for their comments and suggestions. The National Advisory Panel includes T. Berry Brazelton, Laura Dittmann, Richard Fiene, Magda Gerber, Asa Hilliard, Alice Honig, Jeree Pawl, Eleanor Szanton, Yolanda Torres, Bernice Weissbourd, and Donna Wittmer. The California Advisory Panel includes Dorlene Clayton, Dee Cuney, Ronda Garcia, Jacquelyne Jackson, Lee McKay, Pearlene Reese, Maria Ruiz, June Sale, Patty Siegel, Lenore Thompson, and Janet Nielsen.

The Training Modules

Module I: Social-Emotional Growth and Socialization

Print Materials:

Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization
Module I Trainer's Manual

Videos and Video Magazines:

First Moves: Welcoming a Child to a New Caregiving Setting
Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers
Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers

Module II: Group Care

Print Materials:

Infant/Toddler Caregiving: A Guide to Routines
Infant/Toddler Caregiving: A Guide to Setting up Environments
Module II Trainer's Manual

Videos and Video Magazines:

It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers
Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care
Space to Grow: Creating a Child Care Environment for Infants and Toddlers
Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups

Module III: Learning and Development

Print Materials:

Infant/Toddler Caregiving: A Guide to Language Development and Communication
Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning
Module III Trainer's Manual

Videos and Video Magazines:

The Ages of Infancy: Caring for Young, Mobile, and Older Infants
Discoveries of Infancy: Cognitive Development and Learning
Early Messages: Communicating with Infants and Toddlers (working title)

Module IV: Culture, Family, and Providers

Print Materials:

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents
Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care
Module IV Trainer's Manual

Videos and Video Magazines:

Essential Connections: Ten Keys to Culturally Sensitive Child Care
Protective Urges: Working with the Feelings of Parents and Caregivers (working title)

Resource Materials:

Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials
Infant/Toddler Program Quality Review Instrument
Visions for Infant/Toddler Care

Using the Manual

The heart of this trainer's manual is a series of lesson plans to help you organize your training efforts related to the Program for Infant/Toddler Caregivers' Module III: Learning and Development. The lessons are organized into two content areas:

- Cognitive Development and Learning
- Language Development and Communication

Either of the two content areas may be introduced first, but once an area is selected, it is suggested that you follow the lesson sequence. Each lesson within a section builds on the previous lesson in that section and is based on materials introduced in the section's first lessons.

Because each trainer's setting will differ, the lesson plans should be viewed as a general guide that you can adapt to your own particular needs. Although it is suggested that you follow the lesson sequence, you do not need to follow each lesson to the letter in order to be effective, nor should you simply read the instructions word for word to those you are training.

Each lesson plan addresses material that can be covered in 45 minutes to two hours with a group of 10-15 people. These are rough estimates because many variables will influence lesson length, including group size. Lessons have been done with as many as 80 people. Larger groups will take more time, particularly if there are small group activities involved, because more groups will be reporting their discussions to the whole group. If you have less time available than is indicated, it is recommended that you extend the lesson over more than one session. Don't rush.

Prepare for each training session by first reading through the lesson and deciding how you will adapt it to your needs. Think about how many participants you will be training, in what setting, and for how long. For example, if you are training 10 caregivers at a weekly staff meeting and you have about 45 minutes to spend, you can select one lesson for that time period. If the lesson calls for it, you can break the group into smaller groups for certain activities and discuss how the information applies to this particular setting. When you break into small groups, you can help keep the activity focused by circulating among the groups. If the following activity will also be a small group, you can save time by continuing in the same groups. On the other hand, if you are training 50 caregivers in a full-day session given in an auditorium with fixed seating, you will want to combine several lessons and evaluate how well you can implement small group activities. You may need to rely more heavily on lecture and video presentations, and you will want to use more visual aids.

As you read through each lesson plan, note what kind of materials you will need and what kind of preparation you will be required to do in advance. Video lessons, for example, require you to have a videocassette recorder (VCR) in good working order and to know how to hook it up. Other lessons may call for an overhead projector and transparencies. Transparencies are particularly helpful if you are working with a large group because they allow you to show the same material to everyone simultaneously. If you do not have access to an overhead projector, you can still teach the lesson by passing out a copy of the handouts to every participant and reviewing the information together.

You will need to duplicate handouts in advance for almost every lesson. Handouts are important reminders to the participants of the key information presented in the lesson. Have them use a looseleaf binder to hold handouts. Participants' willingness to retain the handouts for future reference will be facilitated if you punch holes in the handouts in advance.

Using the Videos

Video is a powerful training tool, especially in a caregiver training program, because caregivers can view infant behavior and quality caregiving in action. An essential component of learning about how to care for young children is becoming a sensitive observer of them. Videotaped materials can help the viewer become that sensitive observer by providing both visual effects and narration to draw attention to subtleties of infant behavior. Video can both inform and inspire, engaging the interest of the viewers and presenting positive role models to them. To maximize the effectiveness of using video in your training, plan ahead.

Before the Video Lesson

1. Always preview the video and read the video magazine before you use them in a lesson. During the preview, decide which portions you wish to use. Think about whether you want participants to view the entire tape at once or whether you would prefer to stop the video at pre-selected points for discussion. Generally, it is recommended that you show the video in segments, taking time to discuss each portion as you go along.
2. Consult the *Annotated Guide to Media Training Materials* for other films, filmstrips, or videos on the topic of your training. Distributors of audiovisual materials often have a free or low-cost preview policy that will allow you to review the video's usefulness to you without incurring a major cost. By referring to these resources, you should be able to acquire a great deal of background knowledge that will allow you to feel confident about leading a discussion on each section of the video. You will also be able to build more complex lessons by drawing on scenes from other videos, should you desire to do so.

3. Use the video outlines. The last section of this manual contains an outline of each of the videos in this module. Included in the outline are references to the various scenes in the video and references to page numbers in the accompanying caregiver guides where you may find an expanded discussion of the topic presented in the video. There are also references to videos or caregiver guides in the other three modules that may prove useful.
4. Consider whether there are specific points in the video that you wish to emphasize. If so, you may use the "pause" button on the VCR to stop the action while you conduct this part of the lesson.
5. Plan how you will introduce the video, what kinds of questions you will ask prior to showing the video, and what activities or questions you will use after showing the video to help participants integrate the material they have just viewed.
6. Consider how many people you will be training and the size of monitor(s) you will need so that everyone can see and hear clearly. **Note:** In the Program for Infant/Toddler Caregivers' videos, facial expressions and subtle verbal and nonverbal cues are particularly important components of the training and need to be seen and heard. Ensure that participants sit close to the monitor and that you get a large enough monitor.
7. Check to be sure that the video equipment is in good working order and that you know how to use it.
8. Cue the video to the point in the tape that you plan to show first. To help you find the scenes you wish to use in training sessions, the Video Outlines at the back of this document give a number that tells, in real time, how far into the tape the scene is (e.g., 9:30, nine and a half minutes). A verbal description of the point in the video is also given. If your VCR counter registers real time, find scenes by resetting the counter to 00 before the video's opening scene (just after the seals). If not, during your preview of the video you may wish to make a note of the counter number on your own VCR corresponding to the scenes you want to show. Unfortunately, no counter number that would apply to every VCR can be given at this time. Until counters are standardized for all VCRs, this will continue to be an inconvenience to trainers.

The Video Lesson

1. Conduct the pre-viewing discussion or activities you have selected to help participants focus on particular points covered in the video.
2. Play the pre-cued video.
3. Stop the video at pre-selected points, if you have previously decided to do so, to emphasize key ideas or discuss what has just been seen.

4. Use the video magazines that summarize each video. These eight- to ten-page pamphlets are excellent handouts and should be given to each participant when a video is first introduced.

Note: All the major points of the video are presented in the video magazines, so using them makes note taking on basic content unnecessary. This releases participants to pay attention to the trainer's or their own reactions to the content.

Following the Video

1. Discuss and answer participants' questions raised by the video.
2. Implement the follow-up activities you have selected.
3. You may choose to replay the video following discussion or other activities. Viewers often see new points that they had previously missed.

Anticipated Outcomes

This manual is intended to assist you in the use of the Program for Infant/Toddler Caregivers' videos and print materials. It was written to aid you in creating your training plans. We hope it will not be seen as a set of rules to be rigidly followed. As you become familiar with the training materials, we anticipate that you will create many different lessons combining the video and print materials from this module and the other modules in special ways to suit your needs. These types of creative efforts are encouraged and are seen as essential in keeping your training efforts dynamic and fresh.

Learning and Cognitive Development

Traditional views of child development have suggested that infants and toddlers should be stimulated to foster their intellectual growth and development. In this view of development, adults hold the key to teaching relatively helpless infants how to receive and organize information about the world. In support of this approach, countless educational toys and materials have been designed to teach babies specific lessons.

Increasingly, however, experts in the field of early development and care have come to recognize the importance of infants and toddlers having the freedom to make learning choices and to experience the world on their own terms. This approach is consistent with the attitude of respect toward infants and toddlers that is the hallmark of the Program for Infant/Toddler Caregivers.

The approach to infant learning taken by the Program for Infant/Toddler Caregivers does not focus on teaching specific lessons. Rather, the focus is on facilitating natural interests and urges to learn. This is done by providing infants with close and responsive relationships with caregivers; by designing safe, interesting, and developmentally appropriate environments; by giving infants uninterrupted time to explore; and by interacting with infants in ways that emotionally and intellectually support their initiations in discovery and learning.

Infants are ready to learn from birth on. At birth they are able to absorb information from the sights, sounds, and scents around them, to store it, to sort it out, and to use this information to explore their world more precisely. This urge to explore springs forth at the moment of birth. The caregiver's role as a facilitator rather than teacher is best understood when we take into account this inherent urge to explore and learn.

Caregivers develop their facilitator role both through observation of infants at play and through study. Observation gives them the information they need to respond to infants in ways that support learning. Study helps caregivers learn what to look at in the child--temperament, stage of development, the child's natural cognitive interests; and in themselves--personal hot spots and blind spots, their own temperament and style of engagement, etc.

In watching infants during the first three of years of life, we see them gather knowledge of the physical properties of objects as they mouth, bang, and shake toys. We see them cluster these objects into crude functional groups and categorize them as to how they might use them. We see them develop an understanding of who they can trust and rely on for getting needs met. We see them become aware of what the rules of the road are in getting along with others as, for example, their tug on another child's toy is rebuffed. And we see them build motor skills and language skills as they use their bodies as tools for exploring and communicating with the world around them. This is their play. Yet each of these activities reflects learning.

When caregivers respect this child's play, they are teaching indirectly. They teach by providing a thoughtful variety of toys matched to the infant's level. They teach by easing with words the frustration of the struggling infant and by supporting infants through new challenges. They teach by giving labels to the objects, sounds, and feelings infants experience and by assisting the infants' first interactions with others. Thus, through preparation, play, and sensitivity to infant needs during the routines of daily care, the caregiver teaches and the infant learns. When caregivers trust that infants and toddlers learn through play, they give them control over their own development. With the support of the caregiver as facilitator, many valuable lessons are learned by infants and toddlers, not the smallest of which is self esteem.



Lesson 1 Discoveries of Infancy: Learning Schemes and Cause and Effect

Overview:

This lesson introduces the topic of cognitive development in infancy. It examines the underpinnings for all infant learning and provides activities aimed at helping participants understand learning from the infant's point of view. The lesson is the first of three video-based lessons on six *Discoveries of Infancy* identified by Jean Piaget. It may be presented in two parts or all at once. Part I introduces the first discovery, learning schemes infants use to explore their world. Part II continues with the discussion of schemes and then goes on to examine the second discovery, cause and effect.

Philosophy:

Infancy is a period rich in intellectual development. Infants are born with both the desire and the capacity to explore and to learn. Using what looks like crude and primitive actions, they begin to perceive structure, order, permanence, and predictability. Through simple sensory and motor experiences, infants discover the basics of all intellectual understanding.

Infants learn best when supported in their own choice of activity, no matter how simple or meaningless it may appear to adults. Caregivers facilitate infants' learning when they provide them with close, responsive relationships; safe, interesting, and peaceful environments; uninterrupted time for discovery; and encouragement and emotional support for their self-motivated explorations.

In this process, infants work, not as passive recorders, but as active artists painting their own version of reality. New meanings and new ways of finding meaning emerge from old understandings and old learning schemes. To watch the infant engage in this process is to watch growth itself.

Key Concepts:

- Infants actively explore their environment to learn about it, making discoveries about how the people and objects in the world function and interact.
- Infants uncover the mysteries of the world hundreds of times a day, learning from what they see, hear, feel, taste, and touch.
- Beginning with simple sensory and motor experiences, they move toward figuring things out in their heads.
- Much of early learning takes place through the infant's use of simple schemes such as mouthing, patting, and dropping. Through learning schemes, infants get their first lessons in how things function and in understanding similarities and differences.
- Infants are not born knowing that their actions have an effect. They learn this through acting on responsive objects and through experiencing the response of adults to their earliest communications.
- Caregivers can best support this process of learning by providing a safe, peaceful, interesting, and emotionally responsive setting for the infant's explorations and discovery.

Materials:*Discoveries of Infancy*

Video magazine for every participant

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #1, Learning Observation Record

Food items unfamiliar to participants; knives, paper towels

Photographs or pictures of these foods

Objects:

Four types of balls (see procedural step #6)

Collection of cause and effect toys

OPTIONAL: A set of games, puzzles, and toys, complex enough to be interesting to adults, some of which have specific "solutions" and others of which are open ended, such as a wooden sphere that comes apart, a puzzle cube, tinker toys, blocks that fit together, etc.

Time: 2 hours (or two sessions of one hour each)

Preparation: Pre-view the video *Discoveries of Infancy*.

Read the video magazine.

Read pp. 3-9 in *A Guide to Cognitive Development and Learning* about how and what infants learn, including learning schemes and cause and effect.

Make copies of Handout #1, Learning Observation Record, for each participant. **Note:** You may want to make a total of three copies of Handout #1 for each participant in preparation for the next two lessons.

Visit a specialty grocery store in your community and try to find a selection of food items that you feel would be unfamiliar to participants in the class. If fresh foods are unavailable, try packaged snacks. Bring enough food to have at least one item for every three participants. Then find pictures in magazines or take photographs of these foods. (You can do this easily if you have the use of an instant camera.)



Procedure

Part I:

***Introduction to the lesson:
Problem posing
and small group
discussion.***

1. Introduce the lesson by considering the question of what and how infants learn. Ask participants to picture the following: You are a caregiver in an infant center or family child care program. A parent of one of your infants asks you, "I see my baby spending lots of time in your care playing. What are you doing to make sure he's learning as well as playing?" How do you respond?

Form into small groups, and have participants share responses with each other. Allow 5-10 minutes. Bring them back to the large group and ask:

Mint-lecture on why a knowledge of the discoveries of infancy is critical to the caregiver role.

- How many of you found this question hard to answer?
- How many found yourselves unclear as to your role in "teaching" the infant?

2. If we know what to look for in the play of infants, we can recognize the learning that takes place continually throughout infancy and be able to communicate about it to parents. Such knowledge will help us develop our skills in three important areas:

- Selection of toys and materials for learning. We will be discussing six primary discoveries of infancy in this lesson. If you learn to recognize and identify these discoveries, you will be able to use this knowledge to select toys that will best fit with infants' interests. Your selection of toys will be based on an understanding of the lessons that anchor infant learning in the first three years, rather than on cuteness, cleverness of design, or marketing pitches on the toy box that proclaim the toys as "educational."
- Defining your role as a facilitator of learning. Your awareness of what learning is taking place will also help you shape your role as a facilitator. If you can see and identify the learning that is happening during play, you can (1) appreciate it; (2) support it but not direct it; and (3) sustain it, knowing not to interrupt a child who is absorbed in discovery.
- Helping parents understand the learning that takes place during play. By having a working knowledge of the major lessons of infancy, you'll have a framework for describing how the care you provide offers children an optimal educational experience.

Participants explore through a picture and then through the actual object.

3. Break into groups of three. Tell the participants that you will be giving them pictures of a food item. Pass out one picture to each group. Allow 2-3 minutes for participants to jot down everything they learn from the picture of the food. Then distribute the real food to each group, along with paper towels and a knife, if needed. Ask that they spend time exploring this food item as a group. Allow 5-10 minutes in all for the small group work. Bring participants back to the large group and ask:

- How did your group members go about learning about this unfamiliar food? From the pictures? From the real

food? What did you do to explore it? What did you learn about it?

As participants respond, list on the chalkboard or easel paper the "operations" performed to learn about this food (e.g., looking at shape, color, etc.; imagining; thinking of similarities to foods they know; then smelling, cutting open, peeling, tasting).

- Now think about how an infant learns. (Bring out a cause-and-effect toy for demonstration.) How would a 10-month-old approach this toy? List on the chalkboard or easel paper the "operations" that the group comes up with. Allow 10 minutes for large group discussion.

Summarize.

These are all techniques infants use, operations they perform on objects in order to learn about them. In the same way that you drew upon your repertoire of techniques or skills for exploring a picture and then the unknown object, infants have a growing repertoire of techniques they use in exploring objects. These are called learning schemes. In the first two years, an infant spends a lot of time building these schemes and refining them as tools to use in learning about the world. The infant will carry these same learning schemes throughout life as keys to unlocking the unknown.

Show the video segment on learning schemes and discuss.

4. Show the first seven minutes of the video, through the end of the section on learning schemes.
5. On the chalkboard or easel paper, write two headings: "Learning Schemes" and "Physical Properties of Things." Ask participants to list the learning schemes they saw in the video. Record these under the first heading. Then ask them to go through the list and, for each learning scheme, name a property that the infant may have learned from using that scheme (e.g., banging -- some things make sharp noise, others don't; mouthing -- some things are bumpy, others slick).

Mini-lecture on learning schemes, using four types of balls.

6. If possible, have available the four types of balls used in the following explanation. Through schemes, infants use their bodies (muscles, senses) to learn about the objects in their world. The schemes listed on the chalkboard or easel paper allow babies to learn about the physical properties of objects such as hardness, softness, stickiness, noisiness.

Young infants begin by using simple schemes, such as mouthing, banging, and grasping. As they explore and practice these schemes on different objects in their play

space, they gather much experience with hardness, softness, noisiness, etc. Some things make noise when shaken, some things feel slick when mouthed, and some things have holes you can poke your finger into. Full of information about the properties of objects they've played with, infants put them into relationships, or categorize them.

Infants practice schemes constantly. Given a collection of toys – **a squeeze ball that squeaks, a furry stuffed ball, a hard plastic ball with beads inside, and a waffle ball with indentations on the surface** – young infants will use their grasping scheme to practice getting and holding a sphere.

Once they've mastered grasping, their play with the balls will lead them to categorize them. By banging them all (i.e., using the banging scheme), they learn that only one ball will give them the shaking sound or the hard knocking sound. By using the squeezing scheme, they learn to recognize the ball that gives them the squeak. By using the poking scheme, they come to know the ball that allows them to poke a finger inside.

Older toddlers stop needing to use every scheme they know on every object. Instead, having learned from repeated practice with these balls, they will not try to squeeze the waffle ball to get a squeak. They have learned through previous play and categorization how to recognize the one that squeaks. Their advanced knowledge allows them to pick and choose their actions to fit the objects they are exploring.

As infants grow older, they realize that the schemes they know may not produce the results they desire. Therefore, they practice adapting and combining schemes until they find an approach that works. Ask participants:

- In the video, how did the child adapt her "shaking and banging schemes" to allow her to insert the block into the hole?

Compare schemes used by infants in video segment.

8. Fast forward to the "cause and effect" section of the video where Judy and Elliot each explore the windup toy. Ask participants to watch for the schemes used by each infant to explore the toy. Ask participants:

- How did Judy explore the toy? How did Elliot do so?

Point out how Judy, the 7-month-old, uses a few, fairly simple schemes to explore the toy (watching, hitting, mouthing, banging), whereas Elliot, the 20-month-old, uses a greater number of techniques and combinations of schemes to find an approach that works (shakes, inspects, flips baton, bangs head).

This process of exploring the physical properties of things and putting them into categories will repeat itself throughout life as infants grow in knowledge and understanding.

Discuss social schemes.

9. Infants also develop learning schemes related to how people act. These are called social schemes. For example, infants learn to wave good-bye when leaving. They also learn about the appropriate uses of objects such as cups, forks, spoons, hats, and shoes. Ask participants:
 - What kinds of social schemes were shown in the video?
 - Give other examples of social schemes that children learn.
 - How do children learn these schemes?

Role play explaining to a parent about learning schemes.

10. Ask each participant to find a partner. One will role play a parent, the other will be the caregiver. Both are watching the parent's 6-month-old infant leisurely exploring a collection of toys in a nearby basket. The parent inquires of the caregiver why the 6-month-old infant spends so much time just banging toys together and asks why the caregiver isn't teaching her more. The caregiver responds, focusing her answer on learning schemes.

Part II:

***OPTIONAL:
Participants experience the discovery process.***

1. Explain that participants are now going to have an opportunity to experience the discovery process in small groups through some games, puzzles, or toys. Ask participants to divide themselves up into groups of 3-5 and pass out or allow them to choose a toy, game, or puzzle to work on. Allow at least 10-15 minutes for small group work, then another 10 minutes for a large group discussion afterward. Questions for participants after the activity might include:
 - What were the feelings you had as you explored and learned from the activity?
 - What kinds of schemes did you (or your group) use to figure out what to do with the toy or game you used?

Make a list of the responses and refer back to them during discussions of the six discoveries in the lessons that follow.

Note: This activity is listed as optional, but it is recommended that it be included at some time during the lessons on the concepts of discovery. Lesson 2 is a shorter session, so you may want to use it there.

You may also bring it in at the end of Lesson 3, but frame it somewhat differently, since all discoveries will have been discussed by then. Participants should focus on which specific discoveries they use while engaged in the activity. Ask each group to designate a recorder to report to the large group on the discoveries used.

Show the video segment on cause and effect, and discuss.

2. Rewind to show the whole section of the video on cause and effect (about 7:42 minutes into the video).
3. Discuss with participants the scene that shows an infant who is unaware of the relationship between cause and effect. Young infants are surprised when a toy rolls away, even though their own actions may have caused the toy to do so. They don't seem to realize how their actions relate to other actions.

As infants develop, they begin to understand that events and outcomes are caused. They learn they can cause things to happen either with their own bodies or through their own actions, and that other people and objects can also cause things to happen.

Ask for concrete examples of infants learning about cause and effect.

4. Ask participants:
 - How can you tell if a child has begun to understand cause and effect?
 - Think back to three children in the video: Judy, 7 months old; Elliot, 20 months old; and Tonito, 2½ years old. What did Judy do with the windup cheerleader? What do Judy's actions tell us about her understanding of cause and effect?
 - What did Elliot do with the toy? What do Elliot's actions suggest about his understanding of cause and effect?
 - What did Tonito do with the toy? What can you conclude about his understanding of cause and effect?
 - Give examples from your own caregiving practice about how a child develops an understanding of cause and

effect. Be as specific as possible in your examples about what the child does and how she or he does it. What do you think the child's actions demonstrate about the development of an understanding of cause and effect?

***Small group
activity: choosing
toys for young,
mobile, and older
infants.***

5. Provide an assortment of "cause-and-effect" toys, such as pop-up toys, pegboards, rattles, shape sorters, lock boxes, twist action toys (e.g., a windup radio), a push-button camera, a dial phone, connecting blocks, plastic connecting nuts and bolts, one-piece puzzles.

Have participants divide into groups of 3-5 people and select from the collection a "cause-and-effect" toy for a young infant (birth to 8 months), a mobile infant (6 to 18 months), and an older infant (16 to 36 months). Ask each group to report back to the large group on their selection, describing why they chose these toys. Allow 20 minutes for this activity.

***Assign
observation.***

6. Assign participants to spend 5 minutes a day before the next lesson observing an infant in their care. Look particularly for examples of learning schemes and play with responsive objects. They should write their observations on Handout #1, Learning Observation Record. Pass out the handout and review the instructions with the participants.
7. Pass out a video magazine to every participant.

Handout #1

Learning Observation Record

Spend 5 minutes each day observing one child between birth and 2 years of age. Pay attention to the child's behavior. Note what the child is doing and what you think she or he is learning about. Write your observations in the space below.

Age of Child

Behavior

Discovery

Emotional Tone

Day 1

Day 2

Day 3

Day 4

Day 5



Lesson 2 Discoveries of Infancy: Tools and Object Permanence

Overview:

This lesson, based on the video *Discoveries of Infancy*, introduces two of six major themes of cognitive development in infants and toddlers: tools and object permanence. It is the second of four lessons on the topic of discoveries made by children during the first two years of life and what caregivers can do to support cognitive development.

Philosophy:

Infants are not born knowing that things don't disappear or that they can do things using objects, their bodies, or even other people as tools. They learn these things through a process of interacting with the world, using their senses and their bodies to make discoveries. They do this best in an atmosphere of warm relationships with those who care for them. Predictable routines, respect for infants' own impulses and interests, and an environment that encourages exploration are also essential to optimal cognitive development.

Key Concepts:

- Infants are not born knowing about the permanence of objects (i.e., that things exist even when one cannot see them). They make this discovery gradually through repeated experiences with the same objects.
- One of the ways infants first show their understanding of object permanence is by identifying and tracking objects as they move through space.
- At first, infants don't realize that they can use things such as a cry, an object, or even their caregiver as a tool to get what they want. They begin to recognize the effectiveness of tools as they interact with a world of responsive objects and people.

Materials:

Discoveries of Infancy

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Videocassette recorder, and monitor

Chalkboard/chalk or easel paper/pens

Handout #1, Learning Observation Record (from Lesson 1)

Time:

1 hour

Preparation:

Pre-view *Discoveries of Infancy*.

Read the video magazine.

Read p. 9 in *A Guide to Cognitive Development and Learning* about tools and object permanence.

Make copies of Handout #1, if you haven't already done so, for each participant

**Procedure:**

***Review and
report back on
observations.***

1. Review the previous lesson about learning schemes and cause and effect by asking participants to share examples of what they recorded on Handout #1, Learning Observation Record. After discussing these examples, ask participants:
 - Were you surprised by anything that you observed?
 - Do you think you are looking at infants' learning in a new way now? If so, what is different?

***Introduce the
lesson.***

2. Explain to participants that today you are going to continue to explore how infants learn by examining two new concepts: the use of tools and object permanence.

***Show the video
segment on the
use of tools.***

3. Now show the next section of the video through use of tools (about 12:14 minutes into the video).

Ask for examples of infants' learning about tool use.

4. Ask participants:
 - What are some ways that children use their bodies as a tool?
 - How did the infant shown in the video use her caregiver as a tool?
 - Give some examples from your own caregiving practice of how children have used tools. What tool did they use? How did they use it? What did they learn in the process?

*OPTIONAL:
Replay video, if desired.*

5. Replay the video and point out different aspects of tool use.

Show video segment on object permanence.

6. Now show the next section of the video through object permanence (about 15:49 minutes into the video).

Show video segment again without sound.

7. After the "object permanence" section of the video has been viewed, rewind to the segment where first the young infants, then successively older infants, are used to illustrate the emergence of object permanence. Run this segment through without sound. Ask participants:
 - Why don't the younger infants look for the missing toy?
 - What does the infant need to experience in order for the concept of object permanence to develop?

As discussion develops, be sure to include:

- "Out of sight" means "out of mind" for young infants.
- Infants are not born knowing about the permanence of objects (i.e., that things exist even when one cannot see them). They make this discovery gradually through repeated experiences with the same objects.
- One of the ways infants first show their understanding of object permanence is by identifying and tracking objects as they move through space. They learn that even though a thing may move temporarily out of sight, it still exists.

Just as children learn that objects exist when they are out of sight, they also learn that people continue to exist when they are no longer in sight. In the same way that children can hold an image of a toy in mind and search for it, they can also hold an image of the parent in mind after the parent has left the room. This image keeps the child's attention focused

on the absent parent and deepens the attachment to loved ones.

Role play parent-caregiver discussion on object permanence.

8. Ask participants to work in pairs and role play the following scene. Determine who will be the caregiver and who will be the parent.

You are a caregiver of a 10-month-old infant girl. You are having a conference with the parent of this infant. A point you want to make is the tremendous amount of learning the child has accomplished in the past six months. Use the child's developing understanding of object permanence as an example of her learning. Tie this increase in knowledge to the child's recent reluctance to see her mother leave in the morning, something which has been worrying the mother.

Switch roles and repeat. Allow 20 minutes for this exercise.

Assign observation.

9. Assign participants to continue observing children between this and the next training session. Look especially for examples of how infants use tools and how they demonstrate the development of the concept of object permanence. Pass out the second copy of Handout #1, Learning Observation Record, and review its instructions with participants.

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Lesson 3 *Discoveries of Infancy: Understanding Space and Imitation*

Overview:

This is the third lesson based on the video *Discoveries of Infancy*. It may be presented all at once or in two shorter sessions. Part I of this lesson introduces the last of six major themes of cognitive development in infants and toddlers: understanding space and imitation. Part II explores the way the six discoveries work together, and discusses how all types of learning in infancy are interrelated.

Philosophy:

Infants learn best through self-motivated explorations of the world around them. Adults can support this learning with a warm interest in infants' activities in the context of a close, trusted relationship; and by providing an environment that is peaceful, predictable, and interesting.

Key Concepts:

- In making an object do something, infants begin to understand how things move through space and fit into spaces.
- Infants move through their environment exploring spatial relationships.
- The concept of space includes many types of learning, such as distance, perspective, size relationships, gravity, and balance.
- Imitation is one of the most powerful learning devices used by infants and toddlers. It fosters the development of communication and a broad range of other skills.
- Cognitive, social, emotional, and language growth all occur simultaneously.

Materials:

Discoveries of Infancy

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #1, Learning Observation Record (from Lesson 1)

Handout #2, Scenarios – Imitation

Transparency/Handout #3, What Are Infants Learning?

Overhead projector

A collection of table blocks or other small manipulatives, with six to eight items and a bag for each participant

Coffee can with round hole cut in plastic lid

Time:

2 hours (or two sessions of one hour)

Preparation:

Pre-view the video *Discoveries of Infancy*.

Read the video magazine.

Read p. 10 in *A Guide to Cognitive Development and Learning* about understanding space and imitation.

Make copies of all handouts for each participant and make transparencies when called for, if desired.

Prepare the first two bags of blocks, filling each with an identical set of six to eight blocks. Repeat, using any combination of blocks, or other manipulative toys, until you have one set of matching bags for every two people in the group.

**Procedure****Part I:**

***Review and
report back on
observations.***

1. Explain to participants that today you are going to continue to explore the topic of how infants learn. Begin by reviewing with participants what they discovered when they observed and recorded infants' use of tools and object permanence.

Show the video segment on understanding space.

Give a mini-lecture.

2. Show the next section of the video about understanding space (about 19:51 minutes into the video).
3. Discuss the infant who is trying to fit a block into a hole. Where did this play come from? In the first few months after birth, infants use their reflexes to learn about their bodies. Then they use their bodies to learn about the objects around them. They begin by reaching out, swinging at things, realizing that they can use their arms and hands as tools to bring things in close to explore. Next, they exercise their schemes of mouthing, banging, shaking, examining, etc., to discover the physical properties of these objects and to learn how they move. Once they've become familiar with an object, they "show intention" by doing something with it, for example, putting it through a hole or hurling it through space. The question in the mind of the infant at this stage seems to be, "What can I do with this thing?"

In making the object do something, infants begin to explore the many ways objects move through space and fit into spaces. They learn about distance as they pull close or push away a wheeled toy on a string. They learn about movement as they pull on a cord and hear bells jingle. They learn about perspective when they see that a ball across the room may look small but becomes large as it rolls toward them. They learn about size relationships as they try to fit something into a tight space.

The following are some of the things infants and toddlers learn about spatial relationships. (Use toys to demonstrate these concepts.)

- relative size, as they try to fit an object into a container (coffee can with round hole cut in plastic lid)
- gravity, as they watch blocks drop into a container (blocks dropping into container)
- balance, as they try to stack things of different shapes and sizes (wood table blocks, squares, and rectangles)

Pairs work with blocks to experience space.

4. Ask participants to form into pairs with a person sitting next to them. To each pair, give bags containing the identical blocks. Explain to participants that one partner will build something with blocks, and the other will copy the structure with her or his own blocks. Have each pair determine roles.

and then allow about 5 minutes of building. Suggest that they reverse roles part way through the exercise. As play ends, ask partners to discuss:

- What did you have to notice, take into account, and use in order to copy the structure?

Ask participants to share their ideas about what they had to do in order to copy the structure. List these on the chalkboard or easel paper. (Responses should include consideration of color, shape, perspective, distance, height, length, balance.)

Summarize.

Summarize by saying that skill in copying another person's structure comes from an awareness of many aspects of how objects fill space. This awareness begins in infancy. As infants play, they experience and develop a basic understanding of each of these factors. It is only through repeated experiences manipulating objects and moving them through space that infants build their understanding of spatial relationships. Allow 20 minutes for this activity.

Group activity on play materials for learning about space.

5. Ask participants to form into groups of five. Ask groups to create a list of items they would make available for infants to explore how objects fill space. Break the list into three sections: toys or materials for young infants (birth to 8 months); toys or materials for mobile infants (6 to 18 months); toys or materials for older infants (16 to 36 months).

Small group problem posing: imitation.

6. Ask participants to remain in small groups. Use Handout #2, Scenarios – Imitation, to provide each group with scenes for analysis. Ask participants to read the scenes aloud and discuss the questions posed.

Show the video segment on imitation.

7. Now show the next section of the video about imitation (about 23:34 minutes into the video).

Give a mini-lecture about imitation.

8. Tell participants that one of the most powerful learning devices used by infants and toddlers is imitation. It fosters the development of communication and a broad range of other skills.

Even very young infants learn from trying to match the actions of other people. For example, they may try to

produce the same sound they hear or stick out their tongue when they observe someone else doing so. Another way young infants learn from imitation is when their caregivers imitate them. When children are imitated, they have a chance to see a reflection of their own actions. This also enables young infants to engage in meaningful interactions with their caregivers before they have words to express themselves.

As infants grow older, their imitations become more complex and purposeful, for example, engaging in a game of peek-a-boo. Think about the toddler in the scenes you discussed in small groups. How much more complex his imitation has become over that of the 6-month-old infant. Ask participants:

- How did his imitative play differ from that of a mobile infant playing peek-a-boo with a caregiver?

Point out that imitation is not always immediate. Older infants often imitate what they see others do long after the initial action.

***Small groups
reflect on
imitation.***

9. Return to small groups and ask participants to:

- list the imitative behavior they recall seeing in the video
- think about the infants observed in the homework assignments (Give some examples of both immediate and delayed imitation).
- discuss the importance of imitation in social development

Return to the large group. Ask for any comments participants wish to share from the small group discussions. Allow 15-20 minutes for this activity.

***Mini-lecture on
imitation as
representation.***

10. The imitation we see in infancy forms an important basis for later learning. Consider the infants we've seen pretending to drive, talk on the phone, and repeat actions in a game. In each instance, the infants are acting out the behavior they've seen others do. They have developed the ability to hold a representation of the act in their memory and, through imitation, re-enact it.

Part II:

Practical application of knowledge about imitation.

1. Break into small groups. Ask participants to imagine themselves listening to a parent who insists that her toddler's pretend play is just play and has little or no educational value.

Have each group outline points participants would make to explain the importance of imitation and other discoveries made through play to the child's current and future learning.

Allow 10-15 minutes for this activity.

Show the video.

2. Show the next section of the video (about 23:34 minutes into the video) until the host appears. This section reviews the six discoveries of infancy. Discuss how these six are not learned in isolation. They interact with each other in both experience and understanding. The concepts have been separated here for our learning purposes, not the infants'.

Discuss the interaction of different types of learning using Transparency/ Handout #3.

3. Illustrate how many types of learning (e.g., cognitive, social, and physical) occur at once by projecting Transparency #3 on the overhead projector or passing out Handout #3, What Are Infants Learning? to all participants. Ask participants to identify the different types of learning that might be occurring in each drawing, including cognitive (discoveries), social-emotional, and physical. For each drawing, make a list on the chalkboard or easel paper. Add any additional types of learning you can think of to the list.

Show video segment and discuss.

4. Show the scene of toddlers in the peddle-car bumping into people and things (about 20 minutes into the video). Ask students to watch for any of the six discoveries of infancy as they view this segment. Write these on the chalkboard or easel paper as participants call them out.
5. Ask participants what information they were able to get from their observation of this scene. Their observation went way beyond seeing just a few toddlers at play. Point out that, by participating in the class discussions and exercises, they have developed their skill in seeing the learning that goes on when infants and toddlers play.

Summarize the lesson by reminding participants that their observations of infants will now provide them with:

- ideas for adding to and extending infants' play
- a sense of when and how to join in play
- examples to help explain to parents the learning that goes on in play

***Assign
observations.***

6. Assign each participant to spend 5 minutes a day before the next lesson observing infants, paying particular attention to the discoveries discussed in this lesson: space and imitation. Ask them to write their observations on Handout #1, Learning Observation Record. Pass out the handout, and review the instructions with participants.

Handout #2

Scenarios – Imitation

Read the following scenes and compare. How do they relate?

Scene 1:

A toddler puts a doll face down onto the chair. The child scurries over to a basket of small blankets, grabs one, and, returning to the doll, covers it and pats it gently on the back. Nearby, another toddler hooks a cloth bag onto her arm, puts on a pair of dark glasses, grabs the windup radio, and turns to a playmate and waves.

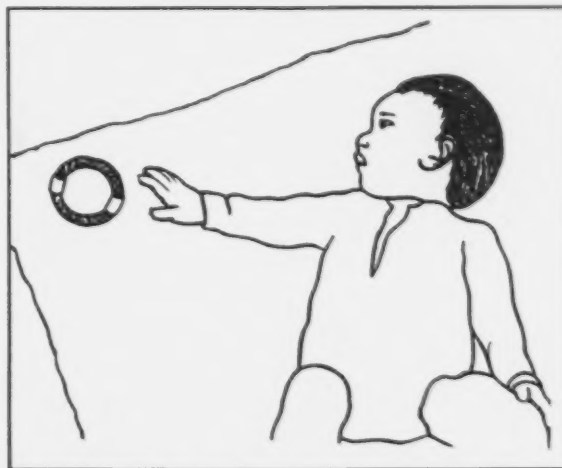
Scene 2:

A mother sits holding her 6-month-old infant in her lap. The infant looks at her expectantly. The mother returns the gaze. The infant smiles broadly. The mother smiles back, saying, "Oh, you're ready to play, I see." The infant coos. Mother says, "Is that so? Tell me more." The infant babbles, "babababababa." Mother responds, "My, you have a lot to say!" She raises her eyebrows as she says this. The infant responds by raising her eyebrows. Mother laughs. The infant laughs. They continue this play.

Transparency/Handout #3

What Are Infants Learning?

Look at each of the pictures below. Identify as many types of possible learning in each drawing as you can.



NOTES



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Lesson 4 Facilitating Learning: The Role of the Caregiver

Overview: This lesson examines the role of the caregiver in facilitating intellectual growth. In the lesson, participants view a segment of *Discoveries of Infancy* and examine six ways they can facilitate the learning process of infants.

Philosophy: Many people believe that parents and caregivers need to "teach" babies in order to stimulate cognitive development. Infants, in fact, are self-starters when it comes to learning. Caregivers can best facilitate intellectual growth by being responsive to infants' cues, rather than initiating "cognitive" activities.

Key Concepts: The caregiver can facilitate learning by:

- providing an environment rich in materials for exploration and discovery
- allowing long blocks of uninterrupted time for play
- assuring ample space for children to explore materials
- observing and responding to the infant's cues and play
- supporting play by offering the least amount of help needed to keep it going
- using caregiving routines as opportunities for exploration and interaction

Materials: *Discoveries of Infancy*

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #4, Scenarios – The Caregiver's Role

Transparency/Handout #5, Supporting Exploration and Discovery

Overhead projector

A journal or writing paper for every participant.

Time: 1 hour

Preparation: Read pp. 10-11 in the *Guide* about how caregivers can facilitate cognitive development.

Pre-view the video *Discoveries of Infancy*.

Cue the video to the beginning of the section on the caregiver's role, about 28 minutes into the video.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

OPTIONAL: Create a journal by stapling several pages of writing paper together with a cover that says "My Journal."



Procedure:

Introduce the lesson.

1. Introduce the lesson by explaining to participants that today you are going to be discussing the role of the caregiver in facilitating cognitive development in infants. Explain that cognitive development refers to the growth of the infant's capacity to learn. Review with participants what you have previously learned about the role of caregivers (i.e., to support infants' natural curiosity rather than to teach them).

Small group discussion and sharing with the full group.

2. Ask participants to form small groups. Pass out Handout #4, Scenarios – The Caregiver's Role. Ask a volunteer in each group to read the scenes aloud. Give groups 5-10 minutes to compare these two scenes.
3. On the chalkboard or easel paper, write the headings "Scene 1" and "Scene 2." Have participants return to the large group. Ask participants:

**Show video clip
and discuss.**

- How are the caregivers in these two scenes facilitating learning?
- How are the children's learning experiences similar? Different? Record responses of the groups under the headings.

4. Show the remaining portion of the video *Discoveries of Infancy* (about 27:40 minutes into the video). Ask participants:

- Who is directing the children's experiences in the scenes you saw in the video?
- How does this compare to Scene 1 on Handout #4? Who is directing the children's experiences in Scene 1?
- Which approach do you think fits best with an infant's style of learning?

5. Ask participants, "What does the idea of caregiver as facilitator of learning mean?" List responses on the chalkboard or easel paper, being sure to include:

- Providing an environment rich but not overcrowded with toys, furnishings, and materials.
- Making sure there is plenty of unrestricted, uncluttered space to explore.
- Offering large expanses of time when children choose what they wish to play with.
- Observing the play, keeping in mind the six discoveries.
- Supporting problem solving and discovery by commenting on the play, when appropriate.
- Offering help when needed to sustain the play, but not interfering.
- Using caregiving routines as opportunities to facilitate infant learning.

Distribute Transparency/Handout #5, Supporting Exploration and Discovery to all participants, as a review.

**OPTIONAL:
Small group
exercise.**

6. **For center-based programs:** Form small groups to pursue the following task: Pretend that you have been asked to help write a job description for an infant/toddler caregiver. The section you are working on is "Facilitating Infant Learning." Decide as a group what you would include.

For family child care: Ask participants to create a list of the personal and behavioral attributes that support infant learning.

Allow 15 minutes for this activity.

Journal writing.

7. Pass out journal or writing paper to every participant. Ask participants to write their thoughts about the following questions:
 - Do I feel comfortable letting infants direct their own learning?
 - What do I need to work on to better facilitate infant learning?
 - Am I more comfortable as an active leader – directing what is going on – or as a receptive partner – following the child's lead?
 - How can I be supportive of the children's learning process when routines of the day require that I interrupt their play?

Allow 5 minutes for journal writing. Ask participants to keep their journals and bring them to subsequent sessions for writing down their thoughts and feelings about what they are learning.

Handout #4

Scenarios – The Caregiver's Role

Compare these two scenes.

- How do the scenes vary?
- What kinds of learning are taking place in each?

Scene 1:

You are observing in an infant center. Four toddlers are gathered around a table. The caregiver is working with them on a project of making handprints. She has a small tray lined with a paint-saturated towel. One by one, she presses each child's hand into the paint and then carefully makes a print of the painted hand on a sheet of paper. To the side of this group are three high chairs, where three mobile infants are playing with pop-up busy box toys. A second caregiver keeps an eye on them as she cleans a nearby counter. Once the handprints are done, the two caregivers gather all the children together in a circle on the rug and sing songs and do finger plays. You check the daily lesson plan on the wall and see that these are indeed the scheduled learning events for that morning.

Scene 2:

You're observing a group of mobile infants and toddlers in a large play area, where low dividers create small spaces for children to enter and explore. Your eye catches a mobile infant crawling to a low, wide basket full of small wooden toys. One after the other, she pulls objects from the basket and explores them. She bangs them together, mouths them, shakes them, and occasionally drops one into a tall bucket, making a loud noise. Two mobile infants are pulling up onto their feet and cruising up and down slightly graduated stairs with sides high enough to hold onto. A caregiver holds a book and talks about the pictures with two toddlers who animatedly point at the pictures they see. Another toddler is sitting on an overturned cardboard fruit box and is dropping balls one by one through the holes in the bottom.

Transparency/Handout #5
Supporting Exploration and Discovery

- Provide an uncluttered play environment with a variety of materials to encourage discovery.
- Allow long periods of uninterrupted time for play.
- Provide ample space for play.
- Be available to observe, and support the play with meaningful comments from time to time.
- When helping, don't take over.
- Use caregiving routines as opportunities for exploration and developing the caregiver-child relationship.



Lesson 5 Caregiver Responsiveness

Overview:

This lesson explores the important role the caregiver plays in fostering intellectual development. The lesson focuses on caregiver responsiveness, which is both the cornerstone of the relationship with the infant and an important factor in early learning.

Philosophy:

Caregivers can best facilitate the intellectual growth of infants by (1) being responsive to their cues, (2) providing emotional support and encouragement, and (3) being sensitive to the child's interests in and readiness for particular types of play.

Key Concepts:

- Responsiveness is demonstrated by a caregiver's verbal and non-verbal reactions to a child's signals.
- Consistent responsiveness helps children feel that what they do has meaning in the world and that their actions have a predictable effect on the environment. This encourages them to reach out, to explore, and to relate people and objects around them, leading to important learning and discovery.
- The responsive caregiver is able to perceive an infant's signals (watch), understand what they mean (ask), and then respond contingently, appropriately, and promptly (adapt).
- Research shows that there is a positive relationship between responsive caregiving and better cognitive performance in children.¹

Materials:

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Chalkboard/chalk or easel paper/pens

¹Bornstein, M.H., & Bornstein, H.G., "Caregiver Responsiveness and Cognitive Development in Infants and Toddlers," in Mangione, P. (ed.), *Infant/Toddler Caregiving: A Guide to Cognitive Development and Creativity*, San Francisco: Far West Laboratory for Educational Research and Development, 1995.

Transparency/Handout #6, Elements of Responsiveness
Handout #7, Scenarios – Responsive Care
Transparency/Handout #8, Guides to Responsive Caregiving
Handout #9, Jigsaw Activity

Overhead projector

OPTIONAL:

Getting in Tune

Flexible, Fearful, or Feisty

Videocassette recorder and monitor

Time: 1-2 hours

Preparation: Read pp. 12-21 in the *Guide* about caregiver responsiveness and cognitive development.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

Make enough copies of selections from the *Guide* for a small group activity. Each group will need a copy of one of the following:

- 1) "Discovery in Infancy: How and What Infants Learn," by J. Ronald Lally, pp. 3-8.
- 2) "Caregivers' Responsiveness and Cognitive Development in Infants and Toddlers," by Marc Bornstein and Helen Bornstein, pp. 12-17.
- 3) "Supporting Cognitive Development Through Interactions with Young Infants," by Tiffany Field, pp. 22-28.

If using optional videos: Cue the videos to the correct scenes shown in the procedure below.



Procedure:

Introduce the lesson.

1. Tell participants that today you are going to further explore how caregivers can foster infants' intellectual development. Specifically, the focus is on caregiver responsiveness.

Discuss the concept of responsiveness.

2. Introduce the concept of responsiveness. Responsiveness is the caregiver's verbal or non-verbal reaction to a child's signals. Tell participants that there are three elements to responsiveness: contingency, appropriateness, and promptness.

Project Transparency #6, Elements of Responsiveness, on the overhead projector, or pass out Handout #6 to every participant.

Conduct a reflective exercise about responsiveness.

3. Ask participants to close their eyes for a few moments and visualize themselves caught outside in the cold rain. "You're shivering. Your feet are getting wet. You've missed your bus and must wait for another. Unexpectedly, a friend drives by. You wave your hand in her direction. She sees you and offers you a ride. How do you feel?" Gather responses from the group. Write these on the chalkboard or easel paper. Discuss how the response of a friend in this situation was:

- contingent (responded to your plight)
- appropriate (responded with assistance to meet your needs, i.e., warmed you, dried you, took you home)
- prompt (responded as soon as she saw you)

Being responsive to infants means reacting promptly in ways that relate to their actions (contingent) and are oriented toward fulfilling their need (appropriate).

Role play of positive and negative examples of responsiveness.

4. Ask participants to suggest examples of contingency and appropriateness in infant care that could be used as a basis for a role play. Write these on the chalkboard or easel paper under the headings "Contingency" and "Appropriateness."

Choose one example for each element, and ask for volunteers to play the roles of a caregiver and an infant in each example. Let the volunteers decide whether they will portray a positive or a negative example, but ask them not to tell the group what they have decided.

Allow 2-3 minutes for each role play, asking the group whether each was a positive or negative example. Did the group correctly guess the intention of the role play? Next, ask the volunteers how they felt playing their roles. Finally, ask the whole group for their reactions to the interactions observed during the role plays.

Small group exercise on responding to the crying baby.

5. Now pass out Handout #7, Responsive Care – Scenarios, and ask participants to form into small groups. Assign to each group one of the scenarios to read and discuss together.

***Large group
report.***

6. Return to the large group, and ask groups to report on the scene they discussed. Ask participants:

- In these scenes, were the caregivers responsive?
- Were the caregivers' responses contingent?
- Were they appropriate?
- Were they prompt?

Allow 10 minutes for this discussion.

***Mini-lecture on
the benefits of
responsive
caregiving.***

7. Discuss the effect of responsiveness on infants' feelings about themselves. Ask participants:

- Pretend you are Jan's baby in Scene 1. How would you feel about yourself?

From the responses, focus on the following ideas:

- confused
- helpless
- unable to influence a response or exert control
- How would these feelings be different if you were Liz's baby?

***Mini-lecture on
what infants
learn from
responsive care.***

8. Explain that responsiveness instills feelings of control and power (i.e., children learn they are effective). This motivates children to explore and interact with the environment and increases their confidence in solving problems.

For example, consider crying and the effect that responsive caregiving has on an infant's cry. Ask, "What is behind the argument made by Maria's mother?"

It used to be assumed that a prompt response to a crying baby would reinforce the crying, i.e., that the child would learn to cry more in order to get a desired response from a caregiver. Two researchers, Ainsworth and Bell, put this assumption to the test. Throughout the first year of life, they periodically observed mothers interacting with their babies. They found that at the end of the infants' first year of life, those infants whose mothers had more often responded to their cries actually cried less often, not more.

The babies had learned that their behavior had an effect on the world and that they could control their environment in

predictable ways. As they matured, they learned that facial expressions, gestures, and other vocalizations got them the same response that crying once did.

Allow 15 minutes for this discussion.

Mini-lecture on research showing responsiveness helps children's intellectual development.

9. Another benefit of responsive caregiving is that it helps infants to better develop their cognitive skills.

In recent years, many researchers have examined the impact of caregiver responsiveness on infant learning. One study found that babies whose mothers responded more frequently to their cries tended to learn about something new more quickly than children of less responsive mothers.

Another study looked at the benefits of responsive caregiving over time. Children whose mothers were more responsive in infancy tended to solve problems more efficiently at four years and scored higher on standardized intelligence tests than their less-responded-to peers.

Why does responsive caregiving have such an effect on learning?

- Children feel a sense of power and control (i.e., competence in affecting their environment).
- Children who experience success in getting their needs met may learn to focus their attention more efficiently.
- Children feel secure in the attention and concern they get from the caregiver and, from this secure base, more readily move out to explore and learn about their world.

Review Transparency/ Handout #8.

10. Put Transparency #8, Guides to Responsive Caregiving, on the overhead projector, or pass out Handout #8 to each participant, as a review of responsive caregiving.
11. Tell participants that you are going to give them an opportunity to read and share information from *A Guide to Cognitive Development and Learning*. Since there is so much information in the guide, each person will be responsible for only a small part of it. This is called a "jigsaw" activity, because all the pieces fit together to make a whole.

Ask participants to form small groups. Pass out a copy of one of the three selections from the *Guide* to each group.

There should be enough pages in each selection for the small group participants to divide up among themselves, about one page for each participant. Pass out Handout #9, Jigsaw Activity, to each participant. Explain to participants that they will have about 10 minutes to read their part of the selection for their group and to make some notes on Handout #9 for later discussion. Allow about 10 additional minutes for members of each group to share among themselves what was most meaningful in the page(s) they read. Finally, bring participants back to the large group and have one person from each small group report on the high points of the group's discussion.

OPTIONAL:
Show video
segment.

12. Show segments without sound from *Getting in Tune* (about 17:01 minutes into the video) and *Flexible, Fearful, or Feisty* (such as the scene with Carla, the cautious child, at about 13:06 minutes into the video, or James, the flexible child, about 9:51 into the video) that show responsive caregiving. After each scene, ask participants to comment on how the caregiver in the video demonstrated responsiveness to the child.

Journal writing.

13. Have participants think about how they can be more responsive as caregivers and record their thoughts in their journals.

Allow 5 minutes for journal writing.

Transparency/Handout #6
Elements of Responsiveness

Contingency: The adult's action depends on or occurs in reaction to the infant's action.

Appropriateness: The adult's action is related to the infant's action and tries to fulfill the infant's need.

Promptness: The adult's action follows the infant's action closely in time so the infant learns to connect the two.

Handout #7

Responsive Care – Scenarios

Scene 1:

Jan, her back to her baby, is talking on the phone. On a blanket nearby, Jan's baby has been fussing. His fussing turns into a cry. After several minutes, Jan puts down the phone and moves near the baby. Without picking him up, she adjusts the blanket around him, shakes a rattle in front of him, and taps him on the chin and then on the nose. His cry gets louder. She pushes a pacifier into his mouth. The pacifier drops out, and she immediately puts it back in. It soon drops out again, and the baby yawns and stretches. Taking this to mean the baby is about to cry again, Jan pushes the pacifier back in.

Scene 2:

Liz is sitting on the floor nursing her baby. The baby suddenly pulls away from the breast, grimacing. Liz burps her, but she continues to appear discontented. Liz cuddles her, but the baby struggles again. "Oh, I see," Liz says playfully, "I think you just don't want to be held right now. Shall I put you down to play a bit?" Liz spreads out a blanket and puts the baby down. The baby looks at Liz, kicks her legs, and grins.

Scene 3:

Maria watches her baby fretting as he lies on the blanket spread before her. She can tell from his squirming body and the sounds he is making that, in a moment, his fretting will turn to cries. She has just finished nursing him, after which he had burped and seemed content. Before putting the baby down on the blanket, Maria had changed his diaper. It seems to her that he should be able either to play or settle in for a nap. He begins to cry, however, as she had expected. Maria thinks of her mother's advice to her, "Pick him up whenever he cries, and you'll create a habit in him you can't break. He'll want to be held all the time." She tries to ignore his cries, hoping that in a few moments he might cry himself to sleep.

Transparency/Handout #8
Guides to Responsive Caregiving

1. Be available and attentive to the infant's signals.
2. Gather knowledge (from readings and experience) on what to look and listen for.
3. Interpret what you see and hear. Ask, "What does this baby need from me?"
4. Respond contingently, appropriately, and promptly.

Handout #9

Jigsaw Activity

After you have read your part of the selection from the *Guide* assigned, make notes on the following questions:

1. What was most interesting about the section of the article that you read?
2. What did you read that will be helpful to you in understanding how to facilitate infants' learning?



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Lesson 6 *Setting the Stage for Learning: The Environment*

Overview:

This lesson considers the importance of the physical environment of the child care setting in promoting cognitive growth. The lesson focuses on those factors in the environment that influence learning, ways to maximize positive influences, and how to minimize negative ones.

Philosophy:

Adults can guide children's learning by providing spaces and materials that invite play, active exploration, and movement by children. Attention to the way in which the environment is set up and used makes an important contribution to infant learning.

Key Concepts:

- Infants need a variety of safe, responsive objects to explore.
- Responsive objects are those that change in sound or sight when the infant does something to them.
- Crowded, noisy child care settings interfere with infant exploration and learning.

Materials:

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning

Chalkboard/chalk or easel paper/pens

Transparency/Handout #10, Environmental Features to Avoid
Transparency/Handout #11, Guide to Toys and Materials for the Play Environment

Transparency/Handout #12, Safety Reminders

Overhead projector

Toys to illustrate variety, responsiveness, appropriate challenge, open-endedness (see procedure step #3.)

OPTIONAL:

Space to Grow

Together in Care

Videocassette recorder and monitor

Time: 1-2 hours

Preparation: Read pp. 35-45 in the *Guide* about the influence of the physical environment on infant learning.

If using optional videos: Cue segments to be used in the videotapes, as suggested in the procedure below.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.



Procedure:

OPTIONAL:
Introduce the lesson with a group discussion about video segments.

1. Explain to participants that today you are going to be discussing the impact of the physical environment on infant learning. Show the segments without sound from *Space to Grow* on choice (between 17:05 and 19:22 in the video) and *Together in Care*, on small groups (between 8:44 and 12:11 in the video). Ask participants to comment on how the environments shown enhanced infant learning or hindered it. Write responses on the chalkboard or easel paper under the appropriate column headings, "Promotes Learning" or "Hinders Learning." Allow 15 minutes for this activity.

Large group discussion of specifics that hinder learning.

2. Put Transparency #10, Environmental Features to Avoid, on the overhead projector, or pass out Handout #10 to every participant. With a sheet of paper, cover all but the heading for item #1, "Physical Restriction of Exploration." Ask the group to describe what might be considered physically restrictive in a play space. Then move on to the other items, using just the heading to spur brainstorming from participants. Allow 10-15 minutes for this activity.

Mini-lecture.

3. Put Transparency #11, Guide to Toys and Materials for the Play Environment, on the overhead projector, or pass out Handout #11 to every participant. Review each of the points. For #2, show examples of toys that provide variety (e.g., textures: smooth/furry, soft/hard; different materials; large motor/small motor). For #3, bring toys appropriate to

*Mini-lecture on
general principles
for providing
play materials.*

different levels of development (e.g., young infant: musical stuffed toy; mobile infant: ball, push toy; older infant: puzzle, shape sorter). For #4 and #5, select toys to demonstrate, (e.g., open-endedness, such as a container of balls or nesting cups; responsiveness, such as a tin bucket with frozen fruit juice lids or a windup radio).

4. Expand on the information in Transparency/Handout #11 by making the following points:
 - Create play spaces or mini-environments where one child or a small group can play out of the flow of traffic and other distractions. By the placement of equipment and room dividers, encourage the use of certain spaces for certain activities.
 - Too many toys confuse and overstimulate young children. Present only a few toys at a time, especially for young and mobile infants.
 - Have a variety of toys that can be rotated from time to time to keep the environment fresh and interesting to mobile and older infants. Young infants need fewer changes.
 - Children grow quickly and groups change, so have a good supply of toys with multiple uses. For example, plastic buckets, basins, and bowls can be the receptacle for one pop bead or a block by a young infant; they can be used for stacking or filling with toys and dumping by the mobile infant; the older infant can use them for carrying toys around, sand and water play, and fantasy play.
 - Simple objects, many of which are sold for household use, can be the best toys for children. Avoid expensive, elaborately decorated toys that "do everything" for children. Children enjoy most what they can act upon and what will change functions as quickly as they can think of new ones.
 - Infants, especially under 18 months, put everything they can into their mouths. Reasonable precautions should be taken to prevent the spread of infection through daily rotation and washing of mouthed toys in a bleach solution. Rinse thoroughly and air dry. **Toys or objects small enough to fit inside of babies' mouths are not appropriate.**

- Toys should be safe and available for children to use on their own. Special toys and activities such as messy play, natural objects, fragile objects, or toys that are potentially frustrating to a child may be appropriate to bring out during closely supervised experiences.

Discuss safety issues.

5. Project Transparency #12, Safety Reminders, on the overhead projector, or pass out Handout #12 to each participant, and discuss safety issues.

Pairs examine toys and report to full group.

6. Point out to participants that one of the key elements in the physical environment is the variety of age-appropriate, responsive objects. Divide participants into pairs. Give each pair one of the toys you have brought to the meeting. Ask participants to examine the toys and discuss if and how these toys could be considered responsive objects and for what ages of children they are appropriate.

Ask pairs to share their toys and their discussions with the full group.

Problem posing in small groups. Large group discussion.

7. Point out that, although much learning goes on in the play area of an infant/toddler environment, learning is not confined to that space. Infants make discoveries in the whole environment – from the entry to the eating, sleeping, and diapering spaces to the outdoor areas. List the following concepts on the chalkboard or easel paper. Ask the group to consider how these might influence the infant's learning experience:

- child size
- flexibility
- encouraging movement
- providing choices
- aesthetic appeal

Divide participants into small groups. Assign one concept to each group, and ask them to discuss how this element influences infant learning. Then discuss how this element is used or not used in their infant/toddler setting and whether the setting promotes or hinders learning. Allow 10 minutes for discussion; then have groups report back to the large group.

Allow 20-30 minutes for the entire activity.

OPTIONAL:
Show video clip.

8. Show the video clip from *Space to Grow* again with sound. You may choose to show the entire video at least once a year to help re-evaluate the environment.

OPTIONAL:
Discussion topics.

9.
 - Discuss age appropriateness and how the learning environment is different for infants and toddlers at different stages (e.g., size of space, selection of toys, number of choices).
 - Discuss how the environment may affect individual children differently and may need to be modified for individual temperaments, learning styles, or special needs.
 - Brainstorm practical tips for the environment (e.g., organizing storage, preparing the setting, dealing with limited space, providing variety on a limited budget).

***Individual
reflection and
journal writing.***

10. Ask participants to think about the infant environment where they work or one they have observed and write down in their journals changes they'd like to make to better set the stage for infant learning.

Transparency/Handout #10

Environmental Features to Avoid

1. Physical Restriction of Exploration

- playpens
- swings
- walkers
- infant seats

2. Noise, Visual Clutter

- TV, radio, background music
- pictures on every inch of wall space
- mazes of mobiles dangling from the ceiling

3. Crowding

- too few activity areas available for the number of children
- a lack of "defensible spaces" where children can play alone or observe activities before joining in
- pathways going through play spaces

Note: Studies have found that in environments with background noise, visual clutter, and crowding, caregivers tend to be less involved with children and talk less with them.

Transparency/Handout #11

Guide to Toys and Materials for the Play Environment

1. Availability of Objects

A good selection of toys and play objects promotes early intellectual competence.

2. Variety of Toys or Objects

Learning is enhanced by a caregiver who adds to and changes the type of toys available over time.

3. Challenging Toys Matched to a Child's Level of Development

Toys or play materials that pose new problems but are sufficiently familiar to the child work best.

4. Toys Whose Play Value Endures Throughout Childhood

Open-ended toys encourage use in an endless variety of ways as the child grows.

5. Responsive Toys

Toys that change how they look or sound when a child does something to them promote the discovery process.

Transparency/Handout #12

Safety Reminders



DO:

Keep heavier toys on lower shelves

Use only non-toxic and non-inflammable toys

Inspect toys regularly for cracks, breakage, or small loose parts



DON'T USE:

- newsprint or bleach bottles for play
- objects children can put in their mouths and swallow
- toys with small holes to trap little fingers
- equipment with sharp or splintery edges or corners
- fragile plastics or other materials that can break and leave sharp edges
- anything hard or heavy enough to hurt if dropped
- equipment with long, narrow parts that can reach back in a baby's mouth
- stringed toys infants can swallow or wrap around the neck

Lesson 7 *The Ages of Infancy: Young Infants*

Overview:

This lesson introduces the concept of the three stages of infancy by emphasizing the rapid growth and changing needs of children between birth and 3 years old. It is the first in a series of three lessons, each focusing on one of the three stages: young infants, mobile infants, and older infants. Participants begin by viewing the first part of the video *Ages of Infancy*, on the topic of young infants (birth to 8 months).

Philosophy:

Infancy spans less than three years, yet it is the period of greatest change and growth in life. During this period, the type of care needed also changes dramatically. Although children are dealing with issues of security, exploration, and identity throughout the years of early childhood, each of these issues becomes a primary factor during one of the three stages of infancy. For young infants, it is security; for mobile infants, it is exploration; and for older infants, it is identity. Understanding the needs of infants at different stages underlies caregivers' ability to promote healthy learning and development in the infants and toddlers in their care.

Key Concepts:

- Infancy, as all of life, consists of stages of development. Infants, however, grow so rapidly that sometimes one hardly notices when they have moved from one stage to the next. Each stage has its own challenges, which bring special meaning to that period of life.
- Security is the primary issue of the young infant. The young infant seeks the warmth and familiarity of a close relationship with the caregiver.
- Young infants explore their own body parts (e.g., their hands) and other sights and sounds. Their sense of self is growing, too, but the need for security is their most pressing issue.

Materials:

The Ages of Infancy

Video magazine for every participant

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Transparency/Handout #13, Meeting the Needs of Young Infants

Handout #14, The Activities of Young Infants

Handout #15, Play Materials for Young Infants

Overhead projector

Time:

45 minutes – 1 hour

Preparation:

Read the video magazine.

Pre-view the video *The Ages of Infancy*.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

**Procedure:**

Introduce the lesson and discuss the major issues of each of the three stages of infancy.

1. Begin the lesson by explaining that infancy, like other periods of life, is characterized by stages of development. Each stage has a special issue: security, exploration, or identity.

Write the word "security" on the chalkboard or easel paper. Ask participants:

- What does this word bring to mind?

Write responses under the heading on the chalkboard or easel paper. Repeat with "exploration," then "identity." Ask the group:

- How are these concepts different from one another?

Introduce the topic of young infants.

Show the video and discuss.

Explain that each of these issues is a consuming one for children at a different stage of infancy. Then write "Young Infants, birth to 8 months" above the word "security."

2. Tell the participants you will be showing a segment of the video *Ages of Infancy* that describes infants of this age. Suggest that participants think about young infants they have known as they watch the video segment. Show the video from the beginning to the end of the segment on the young infants.
3. After the video segment, ask questions such as the following:
 - Was there anything in the video segment about young infants that is new or of particular interest to you?
 - How did what you saw in the video relate to your experiences with young infants in child care programs or in your own family?
 - What are some of the special challenges of caring for young infants in a group care setting?
 - Was there anything in the video that could help you meet these challenges?

List the challenges raised by participants on the chalkboard or easel paper, leaving room next to each challenge to write down some helpful strategies.

Large group discussion of strategies for the care of young infants.

4. Now project Transparency #13, Meeting the Needs of Young Infants on the overhead projector, or pass out Handout #13 to all participants. Ask participants if they can identify recommendations on the list that relate to the exploration and identity needs of young infants. This will illustrate the point that, in addition to security, young infants are also exploring and developing their identity.

Then review the list of recommendations for the care of young infants, and ask participants to think about how these might help in dealing with the challenges on the list. Ask participants for additional techniques or strategies they may have for dealing with these challenges. Note these strategies next to the challenge they apply to. Pass out Handout #12 to all participants, if you haven't already done so.

5. Ask participants for examples of behaviors from young infants they have known. Then, pass out Handout #14, The Activities of Young Infants, and discuss.

Pairs choose toys from Handout #15 and discuss their choices.

6. Pass out Handout #15, Play Materials for Young Infants, to all participants. Ask them to look at the play materials listed and think about what young infants are learning from their interactions with people and objects. Working in pairs, ask participants to "go shopping" and pick from the list three toys that they think would be particularly valuable for young infants' explorations and discovery process. Allow about 5 minutes for this activity. Then ask for volunteers to share their choices and their reasons for making those choices.

Pass out video magazine.

7. Pass out video magazines to all participants. If the next lesson will be held at another time, remind participants to bring the video magazine to the next session.

Prepare for visualization activity: What it feels like to be a young infant.

8. The following activity asks that participants visualize what it feels like to be a young infant. The visualization may bring up memories of strong emotions, some pleasant, others less so. The value of such an exercise is that it encourages participants to make an emotional as well as intellectual connection with the principles of good caregiving. Even painful feelings can lead to growth and healing when they are handled with sensitivity.

To prepare for the activity:

- Consider your own comfort level with this type of exercise in deciding if and how you will present it.
- Think about when to present the lesson. You may wish to schedule it after the group has met several times to allow time for the development of familiarity and trust.
- Decide how to direct participants. The visualization exercise may be made more or less personal, i.e., "Visualize what it was like for you to be 4 months old," versus, "Visualize what it is like to be a 4-month-old infant."
- Be prepared to be supportive of the feelings of participants during and after this activity.
- If you choose to present this activity, prepare a special journal for participants. Write the words, "Young Infant," at the top of a sheet of paper and make a copy for every participant. You may want to make similar sheets with the words "Mobile Infant" and "Older Infant" and hand them out together at this time in preparation for the next two lessons.

***Visualization
and journal
writing.***

***Small groups
discuss strategies
for meeting young
infants' needs.***

9. Pass out the journal pages you have prepared and ask participants to take 5 minutes to visualize being an infant of about 4 months old, using the phrasing from above that feels most comfortable to you. Allow a few minutes for participants to note their thoughts on the journal pages. Then ask volunteers to share some of the needs and issues of children of this age that came up in the visualization. List these on the chalkboard or easel paper.
10. Ask participants to form small groups to discuss caregiving strategies in light of the needs and issues on the list. Allow 10 minutes for small group work, then ask each group to report back on one strategy they discussed. After each group has shared a strategy, begin with the first group again and have each group share another strategy, until all strategies have been presented to the large group. As groups make their reports, list the strategies on the chalkboard or easel paper.
11. To conclude, have the group examine the lists made earlier in the session to see if strategies have been developed to deal with every need and issue identified.

Transparency/Handout #13
Meeting the Needs of Young Infants

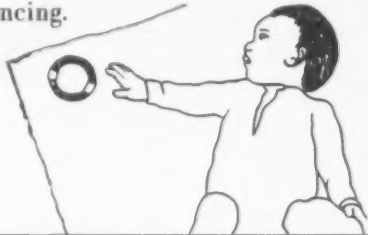
- Assign a primary caregiver.
- Create opportunities for close contact.
- Be available; respond promptly.
- Bring things of interest to the infant.
- Take the infant to interesting things.
- Avoid overstimulation by bright colors or lights, loud noises, dizzying motion, or too many people.
- Make available soft, lightweight toys that are easily grasped.

Handout #14
The Activities of Young Infants

- Young infants need things for looking, listening, mouthing, reaching, batting, kicking.
- They can't move themselves over to toys, so things of interest should be attached or placed where young infants can see them and within reach of stretching hands and feet.
- Especially in the first two months, young infants spend a lot of time looking and listening.
- Their eyes move side to side; they see close but not far away; they look at edges, but not the middle.
- They find human faces most fascinating and try to avoid bright lights.
- Young infants learn quickly to recognize voices and identify smells.

Handout #15

Play Materials for Young Infants

TYPE OF TOY	WHAT THE CHILD LEARNS	HOW TO PROVIDE
<u>0 - 3 months</u> Things to look at and listen to, such as family activities, pets, housework, music, plants and pictures, mirrors, music boxes	• Looking (tracking) and listening help infants learn to identify objects in space. • Interesting objects both stimulate and satisfy infants' natural curiosity about the world. • Repeated experience with familiar objects leads to understanding object permanence.	• Place hanging objects, such as lightweight scarves, within view but out of reach. • Use stables and mobiles so that some things move and some don't. • Create interest by making small changes periodically.
<u>2 - 6 months</u> Things to squeeze, pat, grasp, mouth, and touch, such as soft toys, teethingers, rattles, empty spools, empty food cartons, scarves, plastic rings, rubber soap pads, pop beads 	• Different objects have different properties (soft or hard, smooth or rough, light or heavy, etc.) and can be explored in different ways (patting, mouthing, grasping, etc.). • Infants begin to understand how things move in space and the difference between distance and nearness.	• Place toys within reach of the infant. • Allow infants to follow their own interests with the toy or use it in responsive play. • Talk with the infant about what she or he may be experiencing. 
<u>3 - 8 months</u> Things to kick, swipe, bat, bang, rub, and shake that cause something to happen, such as squeak toys, plastic keys on a ring, plastic balls with sound or movement inside, beads on a sturdy string, small plastic wheel toys, stables for kicking or batting	• From their actions on responsive toys, infants learn about cause and effect. • Handling objects leads to an understanding of how things move. • Manipulating objects teaches that the same object can look different from different angles. This promotes understanding of object permanence and perspective. 	• Put out only a few toys at a time. • Place objects near the edge of the child's ability to reach. • Rotate toys as the child loses interest. • Hang stables with toys within reach of the child's feet or hands. • Show interest in and approval of the infant's efforts to create movement and sound.



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Lesson 8 The Ages of Infancy: Mobile Infants

Overview:

This is the second in a series of three lessons that focus on the stages of infancy: young, mobile, and older. In this lesson, participants view the second part of the video *Ages of Infancy* on the topic of mobile infants (6 to 18 months). Through large and small group discussions, role playing, and other learning activities, participants have the opportunity to expand their understanding of the needs of mobile infants and how to meet them in the child care setting.

Philosophy:

Only a few months after birth, the infant becomes mobile. The type of care provided the mobile infant is very different from that of the first 6 months. The young infant's greatest need is for the security and warmth of close contact with the caregiver, but the mobile infant is beginning to move out into the environment as an explorer. The role of the caregiver changes to one of providing a secure base from which the mobile infant can come and go.

Key Concepts:

- Exploration takes center stage for the mobile infant.
- A close relationship with a trusted adult provides the secure base from which the mobile infant ventures out to explore.
- Through interactions with people and objects the mobile infant's sense of self also expands, but exploration is the mobile infant's primary preoccupation.

Materials:

The Ages of Infancy

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #16, Play Materials for Mobile Infants
Handout #17, The Activities of Mobile Infants
Transparency/Handout #18, Meeting the Needs of Mobile Infants

Overhead projector

Large baby doll

Time: 45 minutes – 1 hour

Preparation: Read the video magazine.

Pre-view the video *The Ages of Infancy*.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.



Procedure:

Introduce the topic of mobile infants.

1. Pass out Handout #16, Play Materials for Mobile Infants, and Handout #17, The Activities of Mobile Infants, to each participant for review.

Allow about 5 minutes for them to read through the two handouts, and ask the following:

- How are the play materials on Handout #16 different from those recommended for young infants?
- What do you think distinguishes the behavior of mobile infants from that of young infants?

Show video segment on mobile infants and discuss.

2. Begin the discussion of mobile infants and their needs with the video segment on mobile infants from *The Ages of Infancy* (about 7:34 minutes into the video). After showing the video, ask questions such as the following:
 - Was there anything in the video that was new to you or that you were surprised by?
 - From a caregiver's point of view, what is the main difference between caring for young and caring for mobile infants?

Reflection and journal writing about recommendations from video.

- Do you think some people are more comfortable with infants of one age than another?
- What are some special challenges of mobile infant care?

3. Project Transparency #18, Meeting the Needs of Mobile Infants, on the overhead projector, or pass out Handout #18 to all participants. Ask participants to review the list of recommendations for mobile infant care and think about how the recommendations might help them deal with the challenges of caring for mobile infants.

Allow about 5 minutes for reflection and journal writing. Then ask volunteers to share their reflections.

Role play a caregiver with a young and a mobile infant.

4. Ask for two volunteers to role play (1) a caregiver and (2) an active mobile infant. Use an open area of at least six by six feet with a chair and a few toys on the floor. Ask the first volunteer to sit in the chair holding a baby doll as if rocking or soothing a young infant at nap time. Ask the second volunteer to play the role of a mobile infant who alternates between getting into things and returning to the caregiver for attention. The caregiver must help the young infant rest and, at the same time, support the mobile infant's explorations and need for reassurance.

Allow 5 minutes for the role play. Then lead off a group discussion of the role play by asking first the volunteers, then the group as a whole:

- What was it like to be a caregiver in this situation?
- Did the mobile infant get her or his needs met?
- How did the caregiver deal with meeting the young infant's need for a nap while providing a secure base from which the mobile infant could explore?

Prepare for visualization about mobile infants.

5. The following activity asks that participants visualize what it feels like to be a mobile infant. The visualization may bring up memories of strong emotions, some pleasant, others less so. The value of such an exercise is that it encourages participants to make an emotional as well as intellectual connection with the principles of good caregiving. Even painful feelings can lead to growth and healing when they are handled with sensitivity.

To prepare for the activity:

- Consider your own comfort level with this type of exercise in deciding how you will present it.
- Think about when to present the lesson. You may wish to schedule it after the group has met several times to allow time for the development of familiarity and trust.
- Decide how to direct participants. The visualization exercise may be made more or less personal, i.e., "Visualize what it was like for you to be 10 months old," versus, "Visualize what it is like to be a 10-month-old infant."
- Be prepared to be supportive of the feelings of participants during and after this activity.
- If you have not already done so, prepare a journal page for participants. Write the words, "Mobile Infant," at the top of a sheet of paper and make a copy for every participant.

***Visualization
and journal
writing.***

6. Pass out the journal pages and ask participants to take 5 minutes to visualize being an infant of about 10 months old, using the phrasing that feels most comfortable to you. Allow a few minutes for participants to note their thoughts on the journal pages. Then ask volunteers to share some of the needs and issues of children of this age that came up in the visualization. List these on the chalkboard or easel paper.

***Small groups
discuss strategies
for meeting
mobile infants'
needs.***

7. Ask participants to form small groups to discuss caregiving strategies in light of the needs and issues on the list. Allow 10 minutes for small group work, then ask each group to report back on one strategy they discussed. After each group has shared a strategy, begin with the first group again and have each group share another strategy, until all strategies have been presented to the large group. As groups make their reports, list the strategies on the chalkboard or easel paper.
8. To conclude, have the group examine the lists made earlier in the session to see if strategies have been developed to deal with every need and issue identified.

Handout #16

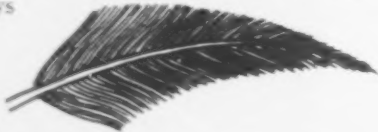
Play Materials for Mobile Infants

TYPE OF TOY	WHAT THE CHILD LEARNS	HOW TO PROVIDE
Objects to combine with other objects: to pile, clap together, put in and take out, pull and push and scoop, such as baskets and buckets, stacking cups and boxes, balls, small blocks, pop beads, scoops, inflatable toys, stacking rings, cradle gyms, busy boxes, pegs and holes, beads and posts, shape sorters, lidded and take-apart toys, nesting bowls	• Reaching for a toy or moving an obstacle to get a desired object strengthens the infant's understanding of cause, space, and the use of tools. • The child is also learning about properties and functions, such as weight and gravity, size and shape.	• Place toys in the environment in interesting ways, such as a basket of pop beads or a pile of blocks on the floor. Then allow infants to use the toys in their own way. • Observe children's play and offer small amounts of help when necessary. • Share play with infants one-on-one using the responsive process. Eye checks, smiles, and empathic words support the discovery process.
Things to explore through touch, such as natural objects (stones, feathers, twigs, shells, leaves, pets, non-toxic plants, water, and sand); other objects such as mesh vegetable bags, sheer curtains, colored cellophane, foil, paper bags, plastic scouring pads, new sponges, sensory boxes	• These objects help infants pay attention to sensory differences, explore different ways of using things, and, in combination with caregivers' comments, begin to understand and use language.	• Share tactile exploration of natural objects following the child's interest. • Crunch, rub, smell, twist, etc., encouraging the infants to explore through their senses. • Gently remove unsafe objects if infants want to mouth them. • Observe closely, and put an object away until another time if infants do not show interest.
Objects to explore through sound, such as musical instruments (xylophone, drum, tambourine, bells), clear plastic bottles or cans with noisy objects inside	• Rhythm instruments function responsively, reinforcing understanding of cause and effect, tools, and spatial relationships. They also foster the development of creativity and promote interest and confidence in music participation.	• Allow infants to play freely with musical instruments under close supervision. • The child may take the initiative or may accompany the adult, playing, singing, or clapping.
Things to explore through sight, such as photographs and drawings, cloth and cardboard picture books, plastic bottles or cans with colorful objects inside	• Visual toys promote interest in language, and help children learn the relationship between pictures and real things.	• Sturdy books and pictures should be available at all times for infants to look at on their own as well as with an adult.



Handout #16 (cont'd.)

Play Materials for Mobile Infants

TYPE OF TOY	WHAT THE CHILD LEARNS	HOW TO PROVIDE
Objects that encourage movement, such as risers, stairs, ramps, tunnels, rocking boats, small rocking horses, and push toys; sofas, pillows, cushions, mattresses, window seats for cruising and climbing; small balls and large beach balls for rolling and kicking; small wheel toys 	• By propelling their bodies and objects through space, back and forth, and up and down, children learn lessons about gravity and balance, distance and perspective. • They also learn about cause and effect (e.g., kicking a ball makes it move away) and about tools (e.g., holding on to a window seat can help them walk). • They learn how things function and are best used (e.g., the floor is hard when they fall, the pillow is soft).	• Large, stable equipment such as sofas, window seats, and built-in slides give children the choice of focused active play at any time. Other equipment can be brought out when needed to offer variety or stimulate interest. • For safety, move away things children could bump themselves on. Keep paths clear for other children's movement around the room. • Active play should be watched closely and redirected from danger when necessary, but not inhibited.
Things that respond dramatically to manipulation, such as bells, busy boards, balls, pop-up toys, a pot and wooden spoon, a pounding bench and hammer, scarves and cloths that float and wave 	• Responsive toys help infants learn about cause and effect and about the use of tools. • Both manufactured and improvised toys provide for this, but improvised ones are more versatile and can be used by a variety of ages for many purposes (e.g., scarves move flowingly in response to the youngest child's grasp and waving; they can be used for peek-a-boo by the mobile infant and for dress-up or dancing by the older infant).	• Many toys can be set out for infants to touch and explore on their own. • Some toys, such as windup toys, are not designed for independent play by infants and require close supervision. Such toys lend themselves to adult-child play, one or two children at a time. Adults can demonstrate how the toy works but should not manipulate the child's hand to make it happen.
Real and play things similar to those used by adults, such as plastic or wooden kitchen utensils, telephones, dishes, dolls, toy animals, lawn mowers, and shopping carts, blankets, doll cribs, cupboards, and drawers on the child's level	• Imitation is an important source of both cognitive and social development. With these "props," infants refine their understanding of how things are used and expand their notions of how things work. 	• Mobile infants don't engage in elaborate fantasy play, but they like to play with things they see adults use. A few items, such as telephones or dolls, can be placed on shelves. A drawer or cupboard can be used for storage and as a play location for kitchen utensils or blankets and dolls. • As infants grow into toddlers, a housekeeping corner or playhouse can be developed with a small table, doll bed, toy stove, etc.

Handout #17
The Activities of Mobile Infants

- Mobile infants are into everything.
- They need safe environments and toys so that nothing they do can cause injury to themselves, the objects they play with, or other children.
- They "fool around" with objects, finding new ways to make things happen.
- Mobile infants learn about perspective as they move themselves and objects through space.
- Mobile infants imitate adult actions, such as waving good-bye.
- They are busy learning schemes (i.e., to act differently with different kinds of things).

Transparency/Handout #18
Meeting the Needs of Mobile Infants

- Provide a secure base of support for exploration.
- Make the environment safe and interesting.
- Create challenging opportunities for movement.
- Get down on the children's level.
- Allow the children to try things out on their own.
- Share the joy of the children's growing competence.
- Provide furnishings that challenge infants to pull to standing, to cruise from place to place, to climb, to jump, to balance.
- Provide toys to practice learning schemes (i.e., to mouth, shake, bang, throw, twist, swing, open, close, fill, and empty).
- Provide fingerable toys that have holes and indentations.
- Make sure that mouthable toys are not less than two inches in diameter along any dimension.



Photo by Carol Wheeler, California Department of Education

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Lesson 9 *The Ages of Infancy: Older Infants*

Overview:

This is the third lesson in a series on the stages of infancy: young, mobile, and older infants. In this lesson, participants view the last part of the video *Ages of Infancy* on the topic of older infants (16 to 36 months). The video also discusses the issue of caring for infants in mixed age groups. This lesson examines in greater detail how play materials are used by infants at different stages and provides activities on the topic of mixed age care.

Philosophy:

As infants approach 2 years of age, their interests and needs change dramatically. They have a heightened awareness of and interest in their own identity, independence, and control. At the same time, they are avidly exploring the world in ever more complex ways. They need caring adults to guide and support them through this important transitional stage as they grow toward a confident sense of self.

Key Concepts:

- Identity develops and becomes prominent around age 2.
- Older infants are most concerned with who they are and who's in charge.
- Feelings of security continue to be important, but they are more internalized. Older infants don't require constant proximity to the caregiver. The older infant explores an ever-expanding world with more purpose and sense of self.
- Caregivers who understand older infants recognize their need for help in balancing the need for guidance with the growing need to make their own choices.
- An awareness of how interests and needs change and develop in the first three years will help caregivers effectively nurture infants during each stage of development.

Materials:

The Ages of Infancy

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #19, Play Materials for Older Infants

Handout #20, The Activities of Older Infants

Transparency/Handout #21, Meeting the Needs of Older Infants

Handout #22, A Selection of Toys

Overhead projector

Collection of toys, at least one for every participant

If real toys are unavailable use pictures of the learning materials in Transparency/Handout #3, What Are Infants Learning? and Handout #22.

Time:

1-2 hours

Preparation:

Read the video magazine.

Pre-view the video *The Ages of Infancy*.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

**Procedure:**

Introduce the topic of older infants.

1. Pass out Handout #19, Play Materials for Older Infants, and Handout #20, The Activities of Older Infants, to every participant for review. Allow about 5 minutes for them to read through the list of toys and equipment, and ask the following:
 - How are these play materials different from those recommended for young and mobile infants?
 - Are some of these materials also appropriate for young and mobile infants?
 - What is the most unique thing about the activities of infants as they become older?

Show video segment.

2. Show the segment of *The Ages of Infancy* on older infants (about 13:13 into the video). After the video segment, project Transparency #21, Meeting the Needs of Older Infants or pass out Handout #21 to each participant, and review the recommendations for caring for children of this age. Ask participants to identify what they consider to be the most important types of things older infants are learning about. List these on the chalkboard or easel paper.

Small group discussion of different types of learning.

3. Divide the participants into small groups. Allow groups 2 minutes to review the list of types of learning and choose one or more to discuss. Be sure that every item on the list is selected by at least one group.

Ask each group to talk about what they've learned from the video and their own experiences about facilitating the type of learning that group has selected. Remind them to use everything they know about meeting the needs of older infants, including staffing needs, style of interaction, setting up the environment, providing toys, caregiving routines, scheduling, etc., to come up with strategies for promoting learning. Have each group select a person to record points made in the small group discussion.

Allow 15 minutes.

Report back to large group.

4. Ask participants to return to the large group, and have the first group's recorder report back on the group's discussion. If another group has addressed the same issue, have that group report back next, adding to the first group's responses. Create a chart on the chalkboard or easel paper under the headings "Type of Learning" and "Ways of Facilitating."

Allow 10-15 minutes for reporting back.

Examination of toys.

5. In a central location, put out an array of infant and toddler toys. If no real toys are available, pass out a copy of Handout #22 or Handout #3 (from Lesson 3), to every participant. Ask participants to choose one or more toys from the assortment of real toys or pictures of toys.

Have each person examine the toy(s) and imagine what children at different stages would do with it. What would a young infant do with the toy? A mobile infant? An older infant? What would the children be learning from handling the toy in these different ways? Ask volunteers to share

with the rest of the group their observations and thoughts about the toy(s) they have chosen. Write these on the chalkboard or easel paper.

Show video to the end.

6. Show the video from the short segment on mixed age care (about 22:02 minutes into the video) through the end. Ask participants how many of them are caring for children in mixed age settings. Note that most infant groups are "mixed age," unless they are grouped in very close age ranges, such as three months or less. Ask participants:

- How can you meet the challenge of adapting your care to different aged infants in one group?
- What are some of the advantages of working with mixed age groups?

Write their responses on the chalkboard or easel paper.

Reflection and journal writing.

7. Ask participants to reflect on their infant/toddler settings and write down:
 - one new thing (a toy, material, or activity) they can introduce into their program
 - one new idea they've gotten from learning about the three developmental stages
 - one new way to observe or to facilitate infant learning they will try out in the next week

Prepare for visualization about the feelings of older infants.

8. The following activity asks that participants visualize what it feels like to be a older infant. The visualization may bring up memories of strong emotions, some pleasant, others less so. The value of such an exercise is that it encourages participants to make an emotional as well as intellectual connection with the principles of good caregiving. Even painful feelings can lead to growth and healing when handled with sensitivity.

To prepare for the activity:

- Consider your own comfort level with this type of exercise in deciding how you will present it.
- Think about when to present the lesson. You may wish to schedule it after the group has met several times to allow time for the development of familiarity and trust.
- Decide how to direct participants. The visualization exercise may be made more or less personal, i.e.,

"Visualize what it was like for you to be 2 years old," versus, "Visualize what it is like to be a 2-year-old."

- Be prepared to be supportive of the feelings of participants during and after this activity.
- If you have not already done so, prepare a journal page for participants. Write the words, "Older Infant," at the top of a sheet of paper and make a copy for every participant.

***Visualization
and journal
writing.***

9. Pass out the journal pages and ask participants to take 5 minutes to visualize being an infant of about 2 years old. Allow a few minutes for participants to note their thoughts on the journal pages. Then ask volunteers to share some of the needs and issues of children of this age that came up in the visualization. List these on the chalkboard or easel paper.

***Small group
discuss strategies
for meeting older
infants' needs.***

10. Ask participants to form small groups to discuss caregiving strategies in light of the needs and issues on the list. Allow ten minutes for small group work, then ask each group to report back on one strategy they discussed. After each group has shared a strategy, begin with the first group again and have each group share another strategy, until all strategies have been presented to the large group. As groups make their reports, list the strategies on the chalkboard or easel paper.

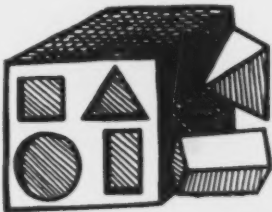
11. To conclude, have the group examine the lists made earlier in the session to see if strategies have been developed to deal with every need and issue identified.

***Assignment:
observation.***

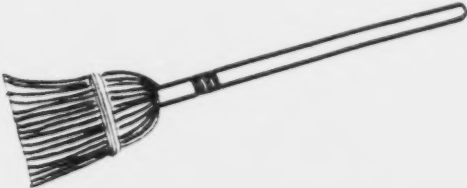
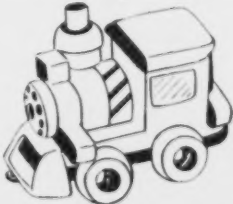
12. Ask participants to take 5 minutes a day to make notes in their journals about the experiences they have using the new ideas they have been writing about.

Handout #19

Play Materials for Older Infants

TYPE OF TOY	WHAT THE CHILD LEARNS	HOW TO PROVIDE
Objects for sorting and building, putting together, and taking apart, such as puzzles, large and small blocks, hook-together trains, threading toys, fitting toys, sorting cards, pegs and pegboards, beads 	• This type of play helps children classify, order, identify function, and explore with gravity, space, shape, size, and color. 	• Store pieces that go together in bins on shelves children can reach. • More challenging equipment (e.g., more difficult puzzles) can be brought out when an adult can give guidance and support. • Help children begin construction out of the stream of traffic and apart from each other so their creations won't be accidentally knocked over. If a child is deeply involved in an activity or hasn't completed it, save it for later, if possible. • Puzzles with missing pieces are frustrating to children and should not be used. Look for the missing pieces at the end of each day.
Objects that can be used in art, such as water colors, food coloring, construction paper, tissue paper, play dough, crayons, non-toxic marking pens, paste, easels, paper, and paint	• Experiences with creative expression are essential to the child's cognitive growth. These activities promote an understanding of how materials function, the development of language, and an awareness of spatial relationships.	• Messy art activities work best with close supervision, small groups of three or four at a time, and clear limits. • Let children make choices such as how to put paint on paper or what colors of paint or paper to use.
Musical Instruments, such as drums, xylophones, tambourines, harmonicas	• Experimenting with music fosters aural discrimination, language, and motor skills.	• Most musical instruments require close supervision. Encourage older infants to use them for making sounds, rather than other types of play.
Story activities, such as story books, magazines, felt boards, puppets	• These activities promote the development of language skills and creativity. When used in groups they support social development and help children identify and deal with their feelings.	• Picture books should be available on a bookshelf for children to look at on their own. • Adults can read books and talk about them with small groups of children. • Stories may also be made up by adults and children using puppets, photographs, or drawings.

Handout #19 (cont'd.) Play Materials for Older Infants

TYPE OF TOY	WHAT THE CHILD LEARNS	HOW TO PROVIDE
Objects that expand dramatic play: such as telephones, dishes, dolls, lawn mowers, shopping carts, dress-up clothes, blankets and doll cribs, furniture, puppets, animal and people figures, magnetic and flannel board shapes, family and community play sets, hats, miniature worlds, non-breakable mirrors, funnels, pitchers, watering cans, picture files, water, soap, sand 	• Dramatic play provides rich opportunities for many types of learning. Toddlers will imitate each other and use imitation to practice adult roles, expand concepts of space and matter, use tools, develop language skills, and, in general, refine their ideas of how things function and are best used. 	• A cozy dress-up or housekeeping corner should be created and stocked with real or play household items and dress-up clothes. • Each item should have an appropriate storage space (e.g., clothes on hooks, dishes in a small cupboard). • Animals and people figures, puppets, and miniature worlds can be kept in bins accessible to children but out of the flow of traffic. • Some activities such as water, sand, and flannel board play can be set up at specific times during the day, as they require close adult supervision.
Objects that encourage large movement and physical play, such as empty cartons, bean bags, wheel toys, slides and steps, rocking toys, climbing structures, mats, balls, balance beams, push and pull toys 	• From large muscle activity, children learn about space, gravity, balance, and leverage. • They learn to gauge distance and to use complex schemes.	• Play with wheel toys and balls requires plenty of space and is best outdoors or in large open indoor areas. • For vigorous play indoors, balance beams, rocking toys, slides, and steps work well. • Slides and climbing structures where children are more than 18 inches off the ground should be closely supervised.

Handout #20

The Activities of Older Infants

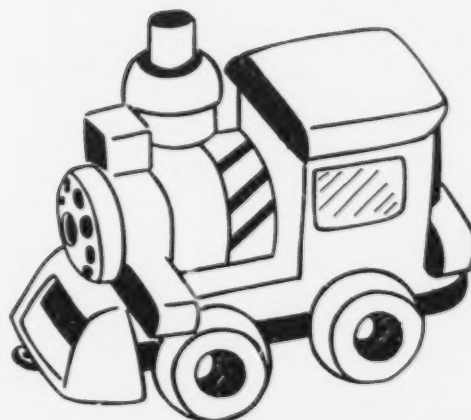
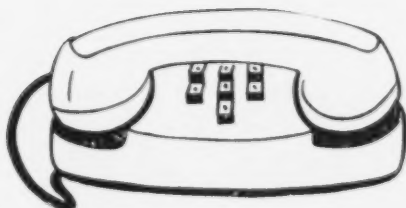
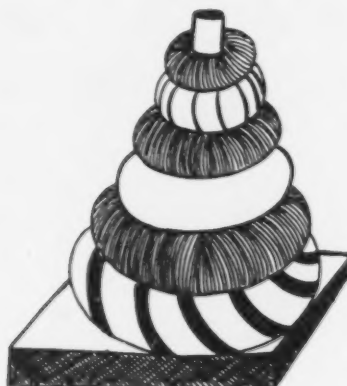
- Around age 2 children use their growing competence and independence to engage in more elaborate activities. They imitate sequences of socially appropriate behaviors, inventing and imagining ways of acting to serve their purposes.
- They learn to use things in the ways that work best (e.g., tape, not aluminum foil, for sticking things).
- They combine objects appropriately (e.g., using a spoon to dig in the sand).
- Waiting and sharing are still new to them. Provide more than one of the most popular toys and several of basic equipment such as wheel toys and dolls.
- Older infants tend to cluster together, so encourage them to choose different activities, rather than all trying to do the same thing at the same time.
- If several interesting choices are offered, along with caregivers available for help and interaction, children will distribute themselves around a setting in small groups.

Transparency/Handout #21
Meeting the Needs of Older Infants

- Respect self-assertion and be patient when children say no.
- Provide social guidelines.
- Offer plenty of choices.
- Support fantasy and creative expression.
- Allow for both independent and social experiences.
- Assist children in their play.
- Initiate new and exciting activities.
- Provide surfaces and stairs for climbing, jumping, balancing, and running.
- Provide responsive toys that do something when a toddler acts on them.
- Have plenty of books with familiar pictures, rhythm, rhyme, and repetition.

Handout #22

A Selection of Toys



NOTES

II

Language and Communication

Language learning in infancy is a delicate weaving together of sounds, words, and experiences shared by infants and their caregivers during caregiving routines and play. The role of the caregiver in fostering language development is a major one, yet it is one that must be played out unobtrusively, with respectful timing, and within authentic contexts of play and care.

The caregiver's emotional support and warm interest in the child are key elements in language development. By attending and responding to infants' verbal and non-verbal sounds and gestures, the caregiver gives the message that the child's communication attempts are valued and understood. Infants are encouraged to develop language when they see the effectiveness of their communications.

Through imitation of their caregivers' speech patterns and gestures infants learn language. Their early vocalizations mimic the intonation, pitch, loudness, and frequency of the adults around them. Later, infants imitate the words and structures of phrases and sentences. When appropriate, the caregiver can expand infants' experiences with language by describing and expressing support for their play.

The lessons in this section focus on language development and communication during each stage of infancy. They are designed to instill in caregivers an awareness of the specific language accomplishments of infants as they grow. Knowing what to look for, caregivers will experience new delight in observing the growth of language and communication skills in infants and will look for ways to build into the environment opportunities for infants to hear and practice language. The suggestions offered fit easily into the give and take of conversation during caregiving routines and the natural rhythms of infant play.



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Lesson 10 Language in the Multicultural Child Care Setting

Overview:

In this lesson, participants explore the challenges of meeting the needs of infants and toddlers in a culturally and linguistically diverse child care setting. Through reflective exercises, mini-lecture, and journal writing, participants examine their own caregiving practices and attitudes in relation to caring for children from homes where mainstream English is not spoken.

Philosophy:

Children's feelings of security and self esteem are deeply embedded in a positive identification with their own family and culture of origin. Because they grow up in a society where the English language and American culture are dominant, children from non-English-speaking or non-mainstream homes need clear messages about the value and rightness of who they are and where they come from. Support for the home language and culture helps children establish a strong sense of connection and identification with their families before the onslaught of other influences.

A positive identification with their own family and culture in infants and toddlers is best supported when the child's primary caregiver(s) share the culture and language of the child's family. Caregivers from cultures different than that of the child's family must find other ways to support the cultural and family identity.

Note: Two kinds of research have been done on the issue of when children from non-English-speaking homes should be exposed to the English language. One body of research indicates that exposure to two languages in child care (i.e., English and the child's home language) does not interfere with the child's acquisition of the home language. Another body of research focuses on the child's identification with the home language and culture over time. This research suggests that children who learn their family's language first are more likely to retain an ability and willingness to use it. In these studies, children who were

exposed to mainstream English at a very early age were more likely to reject their home language as they became immersed in the dominant culture at school.

Key Concepts:

- Whenever possible, people from the child's family and community should be included in the caregiving program.
- An openness and sensitivity to cultural and familial styles of care, communication, and interaction are essential.
- Different cultures have different, equally valid, communication styles that should be recognized and honored.
- A positive cultural identity provides the child with an important sense of self and family belonging that supports a wide range of learning capabilities.
- Child care in the child's native language supports the child's ability to communicate and identify with her or his family.
- When a language match between the child and caregiver cannot be achieved, the following steps can be taken to support the child's native language:
 - attending to and responding to the infant's non-verbal communication
 - learning phrases and non-verbal communication techniques from the child's home language and culture
 - playing tapes, stories, rhymes, and songs in the child's home language
 - bringing in on a regular basis a visitor who speaks the child's native language (even if such a person cannot be the child's primary caregiver)

Materials:

Infant/Toddler Caregiving: A Guide to Language Development and Communication

Chalkboard/chalk or easel paper/pens

Transparency/Handout #23, Caring for Infants and Toddlers from Non-English-Speaking Homes

Handout #24, Cultural Differences in Adult-Child Communication

Overhead projector

Paper and pencils

Time:

1-2 hours

Preparation:

Read pp. 42-49 in the *Guide* about the bilingual care setting and about the challenge of cultural diversity.

For more information on cultural issues, see:

A Guide to Culturally Sensitive Care

Essential Connections (video)

Trainer's Manual, Module IV: Culture, Family, and Providers

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

**Procedure:**

Introduce the lesson by identifying the cultural and linguistic variety within caregivers' settings.

1. Begin the lesson by telling participants that today you are going to be discussing the challenges to language and communication posed by a multicultural child care setting. Ask participants:

- How many different ethnic or cultural groups are represented among the children in your care?
- How many languages are spoken in the children's homes?

List the various groups and languages on the chalkboard or easel paper. Point out that a variety of cultural backgrounds and languages in child care reflects the rich diversity of today's society. This topic is particularly important because language and cultural identity are closely tied to a child's self-esteem, sense of belonging, and feelings of security. The more secure children are, the better able they are to explore and learn.

To begin to think about these issues, ask participants to spend 5 minutes considering and jotting down an answer to the following question: How would an infant's experience compare if cared for by a caregiver who

- speaks the language spoken in the child's home?
- speaks only a language different from that spoken in the infant's home?

Group sharing.

2. Ask for volunteers who are willing to share some of their thoughts and experiences with the group. Allow 5-10 minutes for this discussion.

Group discussion.

3. Ask the group to consider the following statement of opinion: "Why do we need child care in the child's native language? My parents came to the United States not speaking English. They raised me just fine. I went to kindergarten and learned English. My English is great." Gather responses from the group. Focus their responses by asking:

- Who probably cared for such individuals in infancy?
- What was their most likely language exposure in the first 3 years of life? During the first 5 years?

Allow 10-15 minutes for this discussion.

Point out that increasing numbers of children under 3 years of age are cared for outside the family. For infants whose home language is not English, there are some issues we need to consider:

- Many language experts believe that children do best with a solid start in their home language before attempting to learn a second language. They also emphasize the role of the home language in maintaining the bond between the child and family. With children from a truly bi-lingual home, hearing English in child care is not such a serious problem, but hearing the non-English language also will support the child's identification with both cultures.
 - Children learn language when they are "bathed" in a rich linguistic environment. Children from non-English-speaking families will have a hard time being bathed in their home language if they are cared for by English-speaking caregivers 8-10 hours a day.
4. Ask participants to consider again the experiences of the infants they wrote about in the opening exercise, those who hear English in child care and a different language at home. Expand the situation by adding in the observation that these infants see caregivers saying little to their parents when they arrive at child care. What do these infants learn from this experience? Discuss the question with the group, and draw out the following points:

- Infants begin to use more English than their native language.
- Infants pick up the sense that "I belong and am accepted here, but my parents don't belong and aren't accepted here." This poses the risk that they will sense that their family, language, and culture are not valued.
- Through socialization into the dominant culture of the child care setting, these infants are pulled away from the values, traditions, and language that support family ties and shape their cultural heritage.

***Problem posing:
the parent's
perspective.***

5. Also consider the position of the parent thrust into such a situation. What is the message heard by a mother who speaks little English when she is told, "You need to speak more English to your infant at home so he can learn English"? Discuss and offer the following points:

- She hears that her language is valued less than English.
- She begins to believe that only by abandoning her native language and culture will her children succeed in American society.
- She hears that she does not have what she needs to help her child, i.e., knowledge of the English language.

***Suggestive
research findings
and Handout
#23.***

6. Although some research shows that young children are capable of learning more than one language at time, a growing number of studies suggest that, from birth through age 4 years, children should be cared for in settings that support them in learning the home language. This is best done through the assignment of a primary caregiver who speaks the child's home language. The rationale for this position is as follows:

There is a strong need for children to learn both languages. They need the home language to be able to communicate with their families and identify with their culture of origin. They need English to succeed in the larger U.S. society. As they get older, children from non-English-speaking homes living in the U.S. tend to favor English over the home language. They are more likely to retain the ability to speak and understand the home language if they acquire a firm foundation in it before learning English.

There is no need to fear that children will not learn English if, during their earliest years, they are cared for in their home language. Children are as capable of learning a second

language at age 6 to 8 as at 1 or 2 years of age.

Project Transparency #23 on the overhead projector or pass out Handout #23, Caring for Infants and Toddlers from Non-English-Speaking Homes, to every participant.

***Small group
exercise: working
with diversity.***

7. Pass out Handout #24, Cultural Differences in Adult-Child Communication to each participant and form small groups to read and discuss the issues raised.

Allow 20 minutes for this activity.

***Large group
discussion.***

8. Return to the large group and ask for volunteers to report on how their groups answered the issues raised. Offer the following points for discussion:
 - Infants, who are most frequently in the listener-observer role, receive a rich exposure to language through the conversations around them.
 - Infants receive a number of non-verbal communication cues, such as physical contact, facial expression, and so forth. Non-verbal cues make up more than 60% of an infant's experiences with communication, so it's important not to discount their role in language development.
 - When infants are bathed in their home language and learn how to communicate competently as a member of the family group, they feel good about themselves and are more closely tied to the community.

***OPTIONAL:
Discussion of
culture and
communication.***

9. Cultural differences influence all aspects of our childrearing practices. Ask participants to think about and share with the group their ideas about how we can:
 - look beyond our initial perceptions to see what is truly happening
 - develop the ability to recognize our own culturally influenced caregiving practices
 - learn to see, make sense of, and work with another person's perspective

Journal writing.

10. Ask participants to spend 5 minutes thinking and writing about cultural diversity in child care. Suggest the following questions as a focus for their reflection:
 - How do I identify myself in terms of ethnicity or culture?
 - What are my own biases about other cultures?

- How comfortable am I in an English-only environment?
In a bilingual or multilingual environment?
- How can I be more effective in supporting the needs of
the children I care for who come from ethnic and
language backgrounds different from my own?

***Sharing journal
writing.***

11. Return to the large group and ask volunteers to share from
their journal writing.

Transparency/Handout #23

Caring for Infants and Toddlers from Non-English-Speaking Homes

- Assign a caregiver to each infant who speaks the infant's home language, whenever possible.
- Have early childhood professionals from the parents' culture(s) or who at least speak the families' language(s) participate in parent meetings. Send written communication in the families' home language(s).
- Caregivers who don't speak a child's native language can do the following:
 - Interact through tone, gesture, and facial expression.
 - Play tapes, rhymes, and stories in the child's native language.
 - Have toys, pictures, and books from the child's home culture.
 - Ask a native speaker (including a parent) to spend time in the child care setting.
- Learn a few phrases of the child's home language.
- Be authentically responsive to the child.

Handout #24

Cultural Differences in Adult-Child Communication

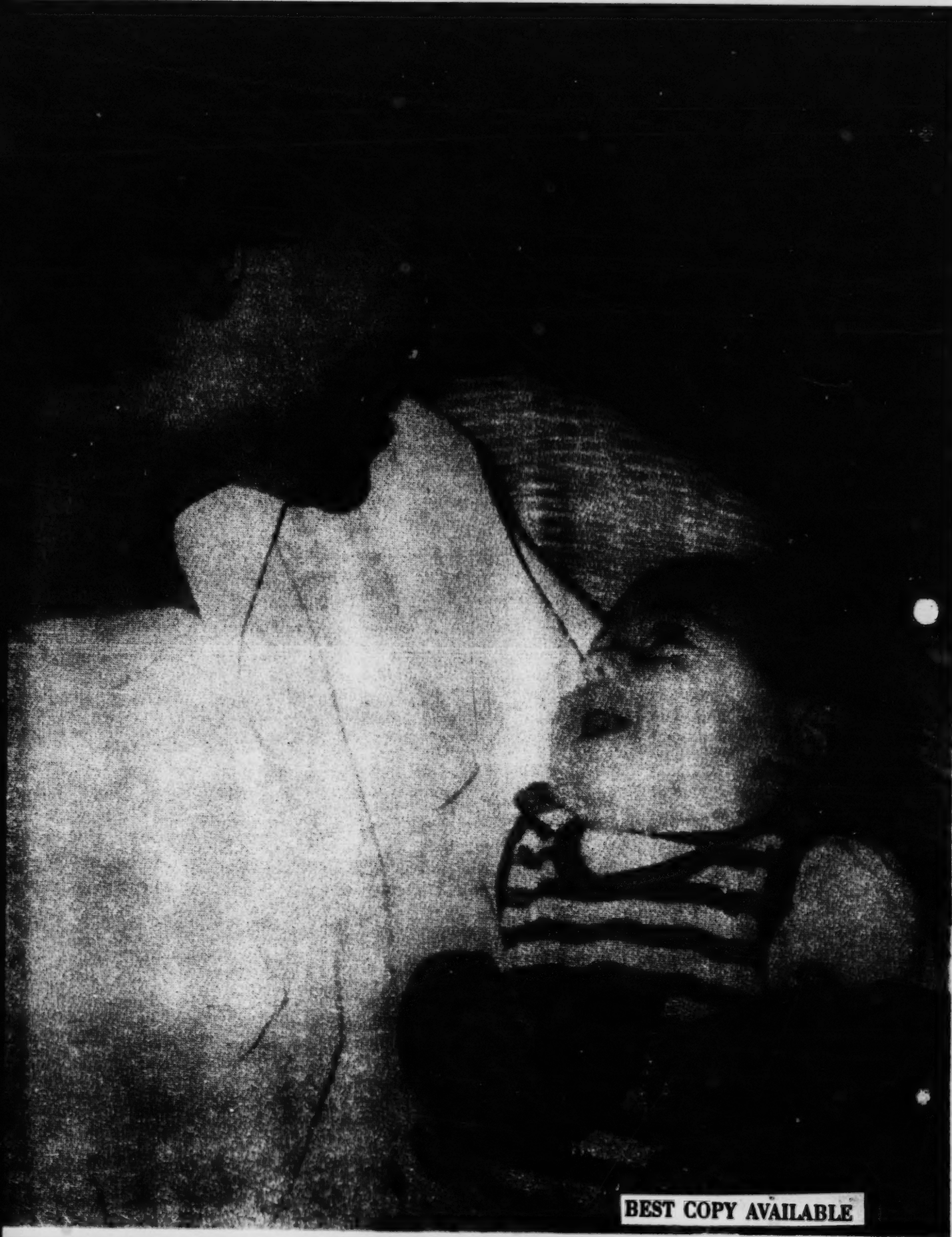
"Not every cultural group seeks to promote direct, verbal, individually oriented communication in its children or adults. Some cultural groups value a person being a member of a family or group rather than being a unique individual. These cultures generally de-emphasize individuality in socialization and stress the family or group.

In applying their culture's approach to early socialization, some parents or caregivers may rarely or never talk directly to babies. Instead, they may use a variety of non-verbal communication techniques, such as physical contact, touch, facial expression, and so forth. In cultures in which this is the approach, babies are usually surrounded by family members and friends much of the time. Continually a part of everything that goes on, the infants hear conversation around them but are not included in it except in a listener-observer role. Such culturally based experience is not simply a matter of how adult group members relate to young children; the custom also reflects what the group believes about children. For example, in some rural African-American communities, it is assumed that children will develop language when they are ready to do so."

Source: The Program for Infant/Toddler Caregivers' *Infant and Toddler Caregiving: A Guide to Language Development and Communication*. p. 58.

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Lesson 11 Language Development in Young Infants

Overview: This lesson introduces participants to the development of language in young infants, from birth to 8 months. Although it can be used alone, it may also be used as the first in a three-part series (Lessons 11-13) on language development.

Philosophy: Young infants are powerful communicators. Not yet able to speak or to understand words, they use crying, cooing, babbling, and facial gestures to engage the caregiver in conversation. Caregivers who listen well to this early communication and who observe for the need or desire that underlies the cry or the coo are helping young infants to see themselves as competent communicators.

Key Concepts: Although young infants lack verbal skills, they actually communicate in various ways (e.g., by crying or cooing). How babies are responded to and encouraged to communicate is important for later language development.

- Young infants are able to communicate in several ways – by crying, cooing, babbling, and using facial gestures.
- Caregivers contribute most to young infants' learning when they respond naturally and with authentic interest to infants' attempts at communication.
- When caregivers respond to infants' communications, the infants learn that they are competent, (i.e., they can engage the attention of caregivers).
- Through one-on-one play and conversation, a caregiver conveys to the young infant the rhythms of conversation and exposes the infant to words in meaningful contexts.

Materials:

The Ages of Infancy

Infant/Toddler Caregiving: A Guide to Language Development and Communication

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Transparency/Handout #25, Developmental Milestones
Handout #26, Points to Consider in Your Caregiving Practice
with Young Infants

Overhead projector

OPTIONAL:

Life's First Feelings (See the Program for Infant/Toddler
Caregivers' *An Annotated Guide to Media Training Materials*)

Time:

1-2 hours

Preparation:

Read pp. 3-12 in the *Guide* about language development in young infants.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

OPTIONAL: If using *Life's First Feelings*, cue video to segment near beginning where a mother plays with her young infant in a face-to-face situation.

OPTIONAL: Create an audiotape of infants' distinct types of cries to illustrate the communication of different needs.

**Procedure:*****Introduce the lesson.***

1. Explain to participants that today you are going to be considering language development in young infants.

OPTIONAL: Show video segment and discuss.

2. Show video segment from *Life's First Feelings*. Ask participants to observe the communication in this scene. At the end of the video segment, ask participants:

- In what ways did you see mother and infant communicating?

Record the responses on the chalkboard or easel paper. Make sure the following are included:

- facial and bodily gestures
- babbling
- cooing

As participants share their observations, point out that babies can communicate before they learn to talk. Most of infants' communication is non-verbal. Allow 10-15 minutes for the discussion.

Give a mini-lecture on recognizing early communication.

3. Ask participants to think about very young infants. Explain that nature has equipped young infants with the following abilities:

- **Seeing** – Infants see best at a distance of about 8 to 15 inches, just about the distance your face will be when feeding or playing with them. Babies like best to look at the human face.
- **Hearing** – Babies hear sounds, such as their mother's voice and heartbeat, before they are born. Newborns are especially fascinated with the human voice. They are capable of hearing all speech. If they do not hear lots of language, the brain areas for the perception of speech do not develop normally.
- **Communicating** – Babies are able to communicate in powerful ways: crying, cooing, babbling, and gesturing with their faces and bodies.
 - Crying – Crying becomes more differentiated as the baby gets older (e.g., a hungry cry, a tired cry, etc.).
 - Cooing – Cooing is the earliest form of friendly interaction; it generally has an "oo" sound.
 - Babbling – Babbling is how babies experiment with the feelings and sounds of their own voices. It happens both socially and when they are alone. Babbling usually begins about 6 months of age. Its absence beyond this age may indicate a developmental problem.

Note: Non-verbal communication is influenced by culture. For example, in cultures where babies are carried a lot, small changes in body position, muscle tone, sighs, or whimpers become immediate signals to the caregiver as to what's going

on with the baby, whether the caregiver is looking directly at the baby or not. A baby not held as frequently learns that such signals don't readily elicit a response and may find the cry to be a more effective signal to the caregiver.

Show video clips.

4. Show pre-selected portions of *The Ages of Infancy* that illustrate how young infants communicate (e.g., the opening scene in the segment on young infants).

Give a mini-lecture on caregiver facilitation of language.

5. Explain that interaction between caregivers and young infants should be on a one-to-one basis. There are two key aspects to this interaction:
 - Begin by observing to determine how the infant is feeling: Is the infant alert and ready for play, or drowsy and ready for a nap? Babies need both stimulating and quiet times. In addition, babies' temperaments influence how much stimulation they can handle. When infants are ready to interact, pay attention to them.
 - Talk naturally and be authentic in your expressions. Respond to infants' communication attempts by imitating their sounds in a sequence of taking turns.

Mini-lecture on what infants learn when caregivers respond to them.

6. Emphasize to participants that by responding to the infant's attempts to communicate, you teach important lessons:

- **Communication matters.** For example, people will pay attention to you when you try to communicate. A caregiver who responds to the subtle communications of babies gives them a sense that they can affect their environment and that they are loved.
- **People take turns communicating.** Replay the video clip from *Life's First Feelings* or the first young infant sequence in *The Ages of Infancy*, and ask participants to observe the turn taking between caregiver and infant. In *Life's First Feelings*, note the point at which the baby "checks out," giving a clear signal to mother to slow the pace and lower the intensity of the exchange. Ask participants: "Do you think this is a perfect dance between mother and infant?"
- **Sounds are an important part of routines.** Infants begin to learn language through the repeated use of sounds or words in routines and rituals. Long before they begin to speak, they begin to expect certain sounds in certain contexts, their first step in breaking the complex code of language.

**OPTIONAL:
Show video segment.**

OPTIONAL:
***Role play in
pairs and share
experiences.***

7. Ask participants to choose partners and form pairs. One person is to be the mother and the other a pre-verbal infant. Instruct "the infant" to try to communicate a need or feeling to "the mother" and "the mother" to be responsive and help "the infant" to communicate. Allow 2-3 minutes. Then reverse the mother and infant roles and repeat the process. Stop the process, and have the pairs share their experiences with one another. Finally, invite the rest of the group to share their observations.

Allow 15-20 minutes for this activity.

Summarize the exercise, noting:

- the variety of ways infants communicate
- how the caregivers add to infants' communication and learning
- the feelings of competence that develop when the infant engages the caregiver in a meaningful exchange

***Review
Transparency/
Handout #25.***

8. Project Transparency #25 on the overhead projector or pass out Handout #25, Developmental Milestones, and review it with the participants. If you have created one, use the audiotape of infants' cries to demonstrate infant communication.

***Assign
homework.***

9. Assign Handout #26, Points to Consider in Your Caregiving Practice with Young Infants, as homework.

Transparency/Handout #25 Developmental Milestones

The Young Infant

- cries to signal pain or distress.
- smiles or coos to initiate social contact.
- uses vocal and non-vocal communication (gestures, expressions) to show interest and exert influence.
- responds to human voices, gazes at faces.
- babbles, experimenting with all types of sounds, both socially and when alone.
- combines different types of babbles, understands names of familiar people and objects; laughs, listens to conversations.

Source: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, Bredekamp, Sue, Editor, National Association for the Education of Young Children, Washington, D.C., 1987.

Handout #26

Points to Consider in Your Caregiving Practice with Young Infants

Pick a typical day at your child care program. At the end of the day, jot down your feelings about how you communicated with young infants on this day in response to the following questions. *Your responses are completely confidential and will not be collected, so be honest with yourself.*

1. Are you responding to each infant's communication attempts (crying, cooing, babbling, and facial expressions) in a way that is sensitive to the infant's state of activity or inactivity and the infant's temperament? Are there specific things you can do to increase your responsiveness?

2. Are you giving all infants the special, individualized attention they require to develop normal language and communication skills? Do you need to pay more attention to one particular baby? How can you make that happen?

3. Are you "dancing" with infants when they make a bid for your attention by crying, cooing, waving an arm, or making a face? Are you conscious of the "dance" as it goes on?

Handout #26 (cont'd.)

Points to Consider in Your Caregiving Practice with Young Infants

4. Are you taking turns with each baby by waiting your turn and responding after the infant has communicated? Do you need to slow down and pay attention to what you're doing?

5. Are you providing the babies in your care with a wide range of sounds early in life so that their brain areas for the perception of speech can continue to develop normally?

6. Are you using baby talk as one appropriate way to provide a variety of sounds for infants?

7. Do you notice when a baby is generally uninterested in social interaction? Have you shared with co-workers your concerns about how to discuss this with the parents?



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Lesson 12 Language Development in Mobile Infants

Overview:

In this lesson, participants consider the development of language in mobile infants, from about 6 to 18 months. Although the lesson can be used alone, it may also be used as the second in a three-part series (Lessons 11-13) on language development.

Philosophy:

Infants in the mobile stage are avid explorers and seek ways to share their discoveries with caregivers. Caregivers encourage language in mobile infants by attending to and responding naturally to the infants' sound signals and gestures that emerge during these months. By viewing such vocalizations as genuine conversations, caregivers usher the mobile infant through an elaborate maze of sounds, actions, and objects out of which infants begin to understand and speak their first words.

Key Concepts:

Three important developments occur in the infant between 6 and 18 months of age:

- Mobile infants delight in sharing new interests and discoveries with their caregivers. Their simple gestures turn into symbols meant to represent an action, and their coos and babbles evolve into wordlike sounds that convey meaning.
- Caregivers foster language development in this stage by treating such gestures as early attempts at conversation and responding to the infant's communication with respectful conversational turn taking.
- Around 12 months of age, most infants begin to use words.

Materials:

Infant/Toddler Caregiving: A Guide to Language Development and Communication

Chalkboard/chalk or easel paper/pens

Transparency/Handout #27, Language Development in Mobile Infants

Transparency/Handout #28, Developmental Milestones

Transparency/Handout #29, Things to Watch For With Mobile Infants

Handout #30, Thinking About Communicating With Mobile Infants

Overhead projector

Time: 1-2 hours

Preparation: Read pp. 14-26 in the *Guide* about language development in mobile infants.

Make copies of all handouts for each participant, and make transparencies when call for, if desired.



Procedure:

Review homework.

1. Review the homework assignment from the previous lesson, if appropriate. Ask participants to share what they discovered about their own communication patterns with young infants. Did they write down anything that surprised them?

Give a mini-lecture on language development in mobile infants.

2. Explain that today you are going to be talking about language development in mobile infants, those between 6 and 18 months of age. Between birth and 6 months, infants learn that caregivers respond to their cries; therefore, they come to trust the adults who care for them. Because of this early experience, children are ready for the next steps in the development of communication and language. **Keep in mind that ages given are approximate and that wide variations between children in language development are normal.**

Use Transparency/Handout #27. Give mini-lecture on shared interest in toys.

3. Project Transparency #27, Language Development in Mobile Infants, on the overhead projector, or pass out Handout #27 to every participant. Expand on the information in Transparency/Handout #27 by making the following points:
 - Shared interest in toys – the first bridge to conversation.

*Mint-lecture on
intentional
communication.*

Around 6 months, a major shift in play takes place as infants master the grasp. Objects that up to this time were only looked at can now be grasped and manipulated. A new world opens for them as they shift from looking at to actively manipulating objects.

As infants become excited about all the new objects to be grasped and explored, they seek ways to share their interest with adults, and a conversation results as both infant and caregiver focus attention on the same object.

The simple conversational turn taking that has developed in the first 6 months becomes more elaborate between 6 and 10 months as it takes on a "topic of discussion."

- Intentional communication – first conversations. From 8 to 12 months, infants move from using general vocalizations – crying, cooing, laughing – to using deliberate actions that convey meaning. These actions are initially not verbal, but gestural (e.g., waving good-bye, shaking the head for no, or reaching with an opening and closing hand and saying "ah-ah-ah" to ask for a toy).

With time, the caregiver begins to recognize that this hand gesture and "ah-ah-ah" means "Give me that," and the infant will use this vocalization again and again to express the same wish.

This new experience of being able to communicate intentions successfully motivates the child to "keep talking," trying out more gestures and more vocalizations. As the caregiver responds with words to the infant's request, the infant hears the labels for objects.

Caregivers can support language in this stage by treating all gestures and vocalizations as beginning conversations and responding to the infant's communication with respectful conversational turn taking. One way this is done is by accepting and delighting in the infant's invented words, typical at this age and an important signal that an infant is developing as a communicator. Here are specific things caregivers can do:

- Respond to gestures and sounds.
When children engage you with communicative

gestures (such as holding out an empty bottle to indicate "I want more!") and sounds (such as "rumm, rumm" if they want the toy car), don't attempt to correct or ignore them just because the child isn't using words. Keep the conversation going by saying, "Would you like more juice?" or "Sorry, I don't have your car."

□ Give names to objects and actions.

If a child is intently looking at something such as a wooden spoon, label the object by saying, "That's a wooden spoon. I use it to cook." Point out the names of objects ("diaper," "bowl," or "water") as the two of you are using them. Identify actions as they happen, such as "Your brother is running" or "Susie is laughing."

□ Make language a part of playtime.

Even a simple game such as peek-a-boo demonstrates the link between language and social interaction. Singing songs together ("Row, Row, Row Your Boat" is a perfect example) provides you with a wonderful opportunity to share language. Read plenty of picture books together, and keep the child in the dialogue; let the child interrupt to point to objects and say their names or make other sounds. Don't insist that a story be listened to quietly.

□ Ask the child questions.

Even if you know that the child can't answer such questions as "What's your name?", "Have you seen your brother?", and "Are you hungry?", ask them anyway. Questions can stimulate both words and gestures.

□ Talk about what you are doing ("self talk").

When you are doing something such as changing a child's diaper, describe your own actions in simple terms. This is called, "self talk." "I'm picking you up now and putting you down on the diaper table. I'm going to take off your diaper." When you do this slowly and with sensitivity to the child's cues, allowing time for the child's response, you won't "over-talk" or overwhelm the child.

□ Talk about what the child is doing ("parallel talk").

Using simple words, describe the child's action. "You're putting that block in your mouth. Now you're putting it on the floor." Do this when the child is showing interest in interacting with you by looking at you, gesturing, or making sounds which attempt to

communicate. When the child is engrossed in play, it's preferable not to interrupt the child's concentration.

Mini-lecture on first words and symbols.

- Around 12 months of age, children utter their first words (mama, dada, "da" for dog, "ba" for bottle). Usually, the words are used in the presence of the objects they represent, such as favorite toys and family members.

Also at this age, children begin to use gestures to represent what they've seen or done before (e.g., pretending to drink from a cup, holding a phone to the ear, or making a turning motion of the hand to indicate turning a doorknob as a request to go out).

The gesture, in a way, names the object or action. Through gesture, children are representing the object or action in the same way that later on they'll use words to represent that object or action. These gestures also show that children understand the purpose or function of the object.

Review Transparency/ Handout #28.

4. Put Transparency #28 on the overhead projector, or pass out Handout #28, Developmental Milestones, to all participants and review.

Review Transparency/ Handout #29.

5. Project Transparency #29, Things to Watch For With Mobile Infants, on the overhead projector, or pass out Handout #29 to participants, and review. Remind the group of the wide range of normal development in language acquisition as you look at signs that an infant may have a developmental problem.

Participants write a one-page letter and discuss in small groups.

6. Ask participants to write a one-page letter to a very dear friend who has confided in them, both as a friend and as a child development specialist. The friend has asked for advice about her 14-month-old baby's language learning. Having had a history of speech and language problems herself, she wants to know how to be sure her infant's development is "normal" and whether she should be worrying because the infant is not yet using words. Allow 5 minutes.

Share ideas in large group.

Ask participants to work in groups of three and discuss their ideas. Then, write the main ideas of the group on the chalkboard or easel paper in a large group discussion. Allow 20-30 minutes for this whole activity.

***Assign
homework.***

***OPTIONAL:
Record
interchanges or
conversations.***

7. Assign Handout #30, Thinking About Communicating With Mobile Infants, to participants, and ask them to complete the handout before the next session.
8. Ask participants to write down interchanges or conversations they have had with mobile infants. Notice whether there is conversational turn taking and intentional communication.

Transparency/Handout #27

Language Development in Mobile Infants

■ Shared interest in objects (6 to 8 months)

- Infants learn to reach out and independently grasp objects to explore.
- Infant and caregiver simultaneously look at or pay attention to the same thing.

■ Intentional communication (8 to 12 months)

- Infants use symbols to communicate something deliberately (e.g., waving good-bye).
- Infants use gestures, abbreviations, and signals to get objects (e.g., saying "ah-ah-ah-ah" accompanied by opening and closing of the hand).

■ First words and symbols (12 to 18 months)

- Infants utter their first words (e.g., mama, papa).
- Infants use recognizable gestures (e.g., pretending to drink from a cup).
- Infants have a receptive vocabulary of 60-150 words.

Transparency/Handout #28

Developmental Milestones

Mobile Infants

- understand many more words than they can say.
- look toward two or more objects when named.
- create long, babbled sentences.
- shake their heads no and say two or three clear words.
- look at picture books with interest and point to objects.
- use vocal signals other than crying to gain assistance.
- begin to use *me, you, I*.

Source: *Developmentally Appropriate Practice in Early Childhood Program Serving Children from Birth Through Age 8*; Bredekamp, Sue, Editor; National Association for the Education of Young Children, Washington, D.C., 1987.

Transparency/Handout #29
Things to Watch For With Mobile Infants

Pay attention when:

- a babbling baby becomes silent around 8 to 9 months.
- a child does not show an interest in interacting with objects and caregivers in familiar environments.
- at 9 to 10 months a child does not follow the direction of an adult's pointing.
- by 11 to 12 months a child does not give, show, and point to objects.
- a child does not play games such as pat-a-cake or peek-a-boo with caregivers by 11 to 12 months.

If you notice any of these things, advise the child's parent to consult with a pediatrician.

Handout #30

Thinking About Communicating With Mobile Infants

Pick a typical day at your child care program. At the end of the day, jot down your responses to the following questions about how you communicated with mobile infants (6 to 18 months) on this day. *Your responses are completely confidential and will not be collected, so be honest with yourself.*

1. Do you listen, watch, and respond appropriately to mobile infants' messages so they learn the power of their attempts to communicate?

2. Do you pay attention to what infants are looking at? Do you know when to comment on their interest and when to quietly observe?

3. When mobile infants point to an object or a person, do you respond by introducing words for what they are looking at? Give an example from what you did and said today.

Gabriel

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Lesson 13 Language Development in Older Infants

Overview:

This lesson concludes the series (Lessons 11-13) on the development of language in infancy by focusing on older infants from 16 to 36 months. The lesson may also be used alone.

Philosophy:

Between 16 and 36 months, infants' expressive language moves from one-word utterances to complex sentences. Toddlers busy at play are also constructing their language – absorbing and experimenting with sounds, meanings, patterns, and contexts – in order to join in with the conversations of those around them. Sensitive caregivers use routines as well as one-on-one exchanges during play to encourage a child's practice in using and understanding language.

Key Concepts:

Caregivers can facilitate language development among older infants by the way they listen and speak to children and by setting up a variety of rich language opportunities in the child care setting.

- Children understand the meaning of many words before they can say them.
- Toddlers progress from speaking single words, to stringing two words together, to multi-word sentences.
- Children construct their spoken language through imitation and through trial and error. Mistakes are expected and accepted because they are signs that infants are building an understanding of the complex rules of language.
- Caregivers foster language in toddlers by conversing naturally with them, responding to their conversational overtures, and providing play opportunities that encourage conversations.

Materials:

The Ages of Infancy

Infant/Toddler Caregiving: A Guide to Language Development and Communication.

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Transparency/Handout #31, Stages of Language Development

OPTIONAL: Transparency/Handout #32, Language Systems

Transparency/Handout #33, Examples of Children's Language

Handout #34, Developmental Milestones

Transparency/Handout #35, Things to Watch For With Older Infants

Transparency/Handout #36, Child-Directed Speech

Handout #37, Ways to Encourage Language

Handout #38, Test Your Language Promotion Skills

Transparency/Handout #39, Language Promotion

Overhead projector

Time:

1-2 hours

Preparation:

Read pp. 28-39 in the *Guide* about language development in older infants.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

OPTIONAL: Decide whether you wish to include a discussion of language systems. If so, make Transparency #32.

**Procedure:*****Introduction and brainstorm.***

1. Review the earlier stages of language development. Ask the group to brainstorm how to facilitate language development in young and mobile infants. List "Young" and "Mobile" on the chalkboard or easel paper, and record participants' responses. Contrast early stages with later stages of language development.

**Discuss
homework.**

**Introduce the
stages of
language
development
using
Transparency/
Handout #31.**

**Show segment of
video.**

**OPTIONAL:
Introduce
language
systems, using
Transparency/
Handout #32.**

**Discuss
Transparency/
Handout #33.**

**Pass out Handout
#34 for parti-
cipants to keep
as a reference.**

2. Discuss the homework assignment, Handout #30, from the previous lesson, if appropriate. Ask participants to share what they discovered about their own communication patterns with mobile infants. Did anything surprise them?

3. Explain to participants that the manner in which children acquire the rules of language is not clear. What is known, however, is that children acquire language in stages. Put Transparency #31, Stages of Language Development, on the overhead projector, or pass out Handout #31, and review it with participants, drawing on information in *A Guide to Language Development and Communication*, pp. 30-31.

Point out to participants that, at around 16 months, most children speak only one word at a time, although they may understand longer utterances addressed to them. By 36 months, they can usually speak in complex sentences. Remind participants that ages given are rough estimates. The timetable for normal language development varies greatly from child to child.

4. Show the segment of *The Ages of Infancy* featuring the older infant. Ask participants to listen for language and to try to identify the language patterns used by children in the video.

5. In order to use language, children must learn the four major rule-governed systems of language. Put Transparency #32, Language Systems, on the overhead projector, or pass out Handout #32, and review it with the participants, drawing on information in the *Guide*, pp. 30-31.

6. As children master language, they make mistakes. Put Transparency #33, Examples of Children's Early Language, on the overhead projector, or pass out Handout #33, and review it with participants. Ask participants to come up with examples of their own, and write them on the chalkboard or easel paper.

7. Pass out Handout #34, Developmental Milestones, and review it with participants. Suggest that they keep a copy of this chart handy for a reference as they observe language development in the children they care for.

***Discuss
Transparency/
Handout #35.***

***Large group
discusses the use
of child-directed
speech.***

***Small groups
read Handout
#37 and present
good practice.***

***Participants
complete
Transparency/
Handout #38 and
discuss
Transparency/
Handout #39.***

***OPTIONAL:
Create a
language
learning "sign-
post" for parents.***

8. Put Transparency #35, Things to Watch For With Older Infants, on the overhead projector, or pass out Handout #35, and review it with participants.
9. Explain to participants that they can support children's language development by adapting their own language so it is easier for children to understand. Most people do this naturally. It is often called "baby talk" or "motherese." Child development experts call it "child-directed speech." Put Transparency #36, Child-Directed Speech, on the overhead projector, or pass out Handout #36, and review it with the group. **Point out that these are suggestions and should be used in ways that feel natural and comfortable to caregivers.**
10. Divide participants into four small groups. Give each group a copy of Handout #37, Ways to Encourage Language. Assign each group one of the four ways to encourage language explained in Handout #37. Ask each group to discuss the way it is applied in their program. Then, each group should select a way to present this information to the rest of the group (e.g., by role play or example).

Allow 20 minutes for this activity.

11. Pass out Handout #38, Test Your Language Promotion Skills. Ask each participant to work individually to complete this handout. Then, put Transparency #39, Language Promotion, on the overhead projector, or pass out Handout #39, and review it with participants.
12. Finally, remind participants that caregivers have an important role to play in helping children develop strong language skills. They can do this through enjoyable and respectful communication exchanges and rich language experiences.
13. Ask participants to use information from this discussion to write a "signpost" for parents, substitutes, and volunteers to read to help them identify the language learning experiences taking place in the toddler room. Make it concise and easy to read.

Transparency/Handout #31

Stages of Language Development

ONE-WORD STAGE (around 16 months)

- Babbling decreases.
- First words are for familiar objects/people.
- Speech may be shortened versions of a phrase ("duhwanna" for "I don't want to").
- Young toddlers may use holophrases (a message in one word), such as "milk" for "I want more milk."

TWO-WORD STAGE (18 to 30 months)

- This consists of telegraphic speech in which words are left out (e.g., "Baby sleep" for "The baby is sleeping").

MULTIWORD STAGE (2 to 4 years)

- Children have a vocabulary of 300+ words by age 3.
- They have more complex syntax and more semantic knowledge.
- Mistakes are signs children are working out complex grammar rules.

Transparency/Handout #32
Language Systems

- **PHONOLOGY:** sounds of words
- **SEMANTICS:** meanings of words
- **SYNTAX:** grammatical rules (e.g., subject-verb agreement)
- **PRAGMATICS:** social rules of language (e.g., demands are different from polite requests)

Transparency/Handout #33
Examples of Children's Early Language

My mom didn't told me to have a pet.

Who's this one bottle?

I did my best I could.

What he did at the mall?

It did spilled.

The airplane is highing up.

Sit beside me, not between me.

... 'cause he a little boy.

I tripped my house (kicked it down by accident).

A big wood was in our truck (a lot of wood).

I want to take my jacket on.

I broke the paper (tore the paper).

Source: Jacqueline Sachs, Ph.D., University of Connecticut.

Handout #34

Developmental Milestones

The following developmental milestones are approximations at best. It is important to remember that there are great individual differences among children and that early language mastery is not necessarily associated with later language mastery. These milestones come from several sources (Bzoch and League 1970; Hetherington and Parke 1979; Maxim 1980; and White 1987).

AGE	RECEPTIVE SKILLS	EXPRESSIVE SKILLS
14 - 16 Months	• Can respond to a verbal request to get or do something • Recognizes named objects • Recognizes named body parts • Understands approximately 50 words	• Can speak 7 to 15 words • Speaks by using words and gestures
16 - 17 Months	• Understands straightforward questions • Can group words into categories • Understands approximately 100 words	• Begins to use more words than gestures when speaking • Begins to repeat overheard words • Speaks between 20 and 25 words
18 - 20 Months	• Can point to body parts when asked • Can respond to commands • Can respond to personal pronouns (me, her, him)	• Speaks at least 25 words
21 - 22 Months	• Can follow two or three commands in a row • Recognizes many named objects	• Begins speaking in two-word utterances • Speaks many new words
23 - 24 Months	• Listens for the meaning of what is heard • Can understand (compound) sentences	• Seems to create her or his own phrases • Begins speaking in three-word utterances • Begins using pronouns

Handout #34 (cont'd)

Developmental Milestones

AGE	RECEPTIVE SKILLS	EXPRESSIVE SKILLS:
25 - 27 Months	- Recognizes less familiar body parts - Recognizes family member category names (father, mother, grandfather) - Understands more than 300 words, although still has problems with articulation	- Speaks in two- or three-word utterances - Understands size - Speaks between 200 and 275 words
28 - 30 Months	- Understands relationships between objects and their functions - Understands size - May understand up to 750 words	- Can name at least one color - Uses pronoun when refers to self - Speaks in three- to five-word sentences - Has mastered the vowel sounds and many of the consonant sounds - May speak between 400 and 450 words
31 - 33 Months	- Understands common verbs - Understands common adjectives - Understands complex sentences	- Names own gender - Can say own first and last names - Can talk about own drawings
34 - 36 Months	- Demonstrates understanding of "how" and "why" questions - Understands prepositions (in, out) - Can follow three commands given at once - Understands more than 1,000 words	- Can talk of the past - Uses some plurals of nouns - Uses utterances of somewhat similar grammatical complexity to those of an adult - May speak between 800 and 900 words

Transparency/Handout #35
Things to Watch For With Older Infants

Pay attention if a child (by 3 years old):

- has a limited vocabulary and less variation in sentence structure than other children of the same age.
- makes more grammatical errors and has difficulty combining different kinds of information in single sentences.
- has problems talking about the future.
- often misunderstands questions; is often misunderstood by others.
- shows fewer social forms of play.
- uses only short, simple sentences; has difficulty carrying on a conversation.

If you notice any of these things, advise the child's parent to consult with a pediatrician.

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Transparency/Handout #36
Child-Directed Speech

The adult using child-directed speech:

- speaks with clear pronunciation.
- speaks at a slower rate.
- speaks in shorter sentences.
- repeats the same utterance, when necessary.
- speaks in a higher than normal pitch.
- uses simple words.
- speaks with exaggerated intonation so that the speech has a singsong quality.
- speaks in grammatically simple sentences.

Handout #37

Ways to Encourage Language

Story Time

Infants and toddlers enjoy stories, either told or read aloud. At first, it is important that the stories are about things with which the children are familiar. Short books with simple concepts and clear pictures are best at this stage. As children develop, they will also enjoy stories about make-believe, humor, new places, and exotic animals. Stories are valuable because they (1) expose children to rich and varied language; (2) help children discover new words, meanings, and understandings; and (3) promote imaginative thought.

Picture Discussions

A picture file consists of large, colorful, uncomplicated pictures that stimulate verbal exchanges. The pictures can come from magazines, old calendars, advertisements, and discarded books and should be clear and free of confusing details. The pictures should be attached to construction paper or tagboard. An especially good way to protect pictures is to laminate them or cover them with clear, adhesive plastic. These pictures can be posted in the room at the child's eye level, used to make a picture book, or used as an "activity" by older infants to talk about what they see and what they think about the picture.

Picture discussions are valuable because they (1) motivate children to discuss what they see and (2) inspire children to make up stories. Caregivers must form their questions in a way that moves children from stating what they see to discussing the picture at higher levels of interpretation. Older children can also make up stories from a series of pictures.

Make-believe and Fantasy Play

Toddlers love make-believe and fantasy. An activity area that includes a variety of simple dress-up materials and other thematic props (e.g., a toy camera or cooking utensils) sets the stage for children's fantasy play. Having puppets available encourages children to use language through pretend play. Puppets can also be used in caregiver-initiated activities in one-to-one or small group situations.

Informal Conversations

Children should be encouraged to speak freely both to the caregiver and to other children. The caregiver provides verbal stimulation to help children associate language with their experiences. These conversations might occur during mealtimes, in the dramatic play area, or outside.

Handout #38

Test Your Language Promotion Skills

Thinking about your communication with the older infants in your care, circle the answers that apply.

1. Am I involved in a back-and-forth interaction?

Never Rarely Occasionally Usually Always

2. Am I really listening to what the child is saying?

Never Rarely Occasionally Usually Always

3. Do I finish my sentences and thereby my thoughts?

Never Rarely Occasionally Usually Always

4. Do I avoid repeating the same phrase in my interactions with the child, such as "That's nice"?

Never Rarely Occasionally Usually Always

5. Do I provide activities that encourage verbal interactions?

Never Rarely Occasionally Usually Always

6. Do I initiate one-to-one conversations with individual children concerning everyday events?

Never Rarely Occasionally Usually Always

7. Do I make an extra effort to understand what a child is trying to say?

Never Rarely Occasionally Usually Always

8. Do I allow a child to finish a sentence?

Never Rarely Occasionally Usually Always

9. Do I promote self-confidence in the child as a communicator?

Never Rarely Occasionally Usually Always

10. Do I usually model grammatically correct language?

Never Rarely Occasionally Usually Always

11. Do I expand and extend the child's language?

Never Rarely Occasionally Usually Always

Transparency/Handout #39

Language Promotion

1. Am I involved in a back-and-forth interaction?
 - Don't give a monologue; engage in conversation.
2. Am I really listening to what the child is saying?
 - Don't interrupt the child; listen, then ask for details and give alternatives.
3. Do I finish my sentences and thereby my thoughts?
 - Don't leave the child hanging in conversations.
4. Do I avoid repeating the same phrase in my interactions with the child, such as "That's nice"?
 - Use a variety of expressions.
5. Do I provide activities that encourage verbal interactions?
 - Activities like reading stories and looking at pictures naturally lead to verbal interaction.
6. Do I initiate one-to-one conversations with individual children concerning everyday events?
 - Such conversations tell children you think they are worth listening to; they also give the shy child a chance to talk.

Transparency/Handout #39 (cont'd.)

Language Promotion

7. Do I make an effort to understand what a child is trying to say?
 - Really listen to understand what a child is saying.

8. Do I allow a child to finish a sentence?
 - Children need time to figure out for themselves how to communicate their messages.

9. Do I promote self-confidence in the child as a communicator?
 - Promote self-confidence by actively listening, letting the child finish what is being said, and trying to understand what the child is saying.

10. Do I usually model grammatically correct language?
 - You are a language role model, so trying to use grammatically correct language is important.

11. Do I expand and extend the child's language?
 - Expand the child's language by repeating what the child has said but using correct grammar and pronunciation.
 - Extend the child's language by partially repeating what the child said but also adding more information.

*Video Outlines:
A Guide to Finding
Video Segments*

Video Outline for *Discoveries of Infancy*

This 32-minute video focuses on cognitive development, illustrating six ways that infants and toddlers discover and organize concepts. The video concludes with guidelines for facilitating cognitive development in infant/toddler group care.

<i>Video Marker/Content</i>	<i>A Guide to Cognitive Development and Learning</i>	<i>See Also: Video/Guide</i>
00:00 Opening scenes showing milestones in human thought.		
00:49 Parallel milestones in human thought with infant cognitive development.	pp. 3-11	
01:49 Opening titles.		
02:09 Gary Thompson, Oakland Parent/Child Center, introduces the video.		
02:35 Introduction to the six discoveries: the use of tools, cause and effect, object permanence, understanding space, imitation, learning schemes.	pp. 8-10	
04:19 Learning Schemes.		
04:39 Simple schemes.		
06:06 Combining schemes.		
07:02 Social schemes.		
07:42 Cause and Effect.		
11:15 Gary Thompson transitions to the next discoveries by noting that little insights lead to larger learning processes.		
12:14 Use of Tools.		
12:38 Body as tool.		
13:45 Caregiver as tool.		

<i>Video Marker/Content</i>	<i>A Guide to Cognitive Development and Learning</i>	<i>See Also: Video/Guide</i>
14:45 Objects as tools.		
15:49 Object Permanence.		
18:49 Gary Thompson explains that children develop intellectually, emotionally, socially, and with language all at the same time. Discoveries overlap.		<i>Flexible, Fearful, or Feisty</i> "Flexible Child" "Fearful Child" "Feisty Child"
19:51 Understanding Space.		
23:34 Imitation.		
27:01 Review of the six discoveries.		
27:40 Gary Thompson introduces the role of the caregiver in fostering cognitive development, stressing an attitude of respect.	pp. 10-32	<i>Getting in Tune</i> "The Responsive Process" <i>Together in Care</i> "Small Groups"
28:03 Providing a rich, uncluttered environment.	pp. 34-45	<i>A Guide to Environments</i> <i>Space to Grow</i> "Choice"
28:19 Observing the discovery process.		
28:38 Let children follow their interest.		
28:54 Allowing time for uninterrupted play.		
29:09 When helping, don't take over.		
29:53 Gary Thompson: Look for the significance and specialness of early learning.	pp. 3-8	<i>It's Not Just Routine</i> "More than Routine"
30:17 Closing credits roll.		<i>Respectfully Yours</i> "Infant Stimulation"

Video Outline for *The Ages of Infancy*

This 26-minute video examines the needs and characteristics of young, mobile, and older infants and how caregivers may respond appropriately to each. The needs of young infants for security, of mobile infants for exploration, and of older infants for identity are emphasized.

<i>Video Marker/Content</i>	<i>Caregiver Guides</i>	<i>See Also: Video/Guide</i>
00:00 Introductory scenes: There are stages of development in infancy; each stage has special meaning.		
00:40 Opening titles.		
01:03 Overview of the video's themes: security for young infants, exploration for mobile infants, identity for older infants.	<i>A Guide to Social-Emotional Growth and Socialization, Greenspan article</i>	
02:34 The key to caring for infants is to adapt to the special need of each stage without losing sight of the other two.		<i>Together in Care</i> (whole video)
03:24 Young Infants (birth to 8 months) need to have a relationship with their caregiver to help them feel secure. Primary caregiver is important. Every activity of a young infant is social, emotional, and intellectual.		<i>Together in Care</i> "Primary Care"
05:22 Providing security alone is not enough; young infants are fascinated with everything. They need someone to bring them to new objects. Avoid overstimulation, however.		
06:57 Review of how caregivers can respond to the young infant's need for security.		

07:37 **Mobile Infants** (6 to 18 months) are characterized by a growing ability to move and an urge to explore. Caregiver must provide a secure base of support for exploration.

08:56 Environment must be safe for exploration.

*A Guide to
Environments*

Space to Grow

10:33 Caregiver gives cues that help child decide whether or not to take a risk or explore.

11:04 Exploration is not just large muscle work; it also occurs during routines such as feeding.

*It's Not Just Routine
"More Than Just
Routine"*

11:49 Mobile infants play with new skills and engage the caregiver to make what they want happen. They are becoming more and more their own person and establishing their own identity.

12:27 Review of how caregiver should respond to needs of mobile infants.

*Getting in Tune
"The Responsive Process"*

13:13 **Older Infants** (16 to 36 months) are more independent.

13:50 Older infants have a heightened sense of their own abilities and independence. They like group play, are more willing to be distant from the caregiver, and are consumed with self-assertion.

*A Guide to
Social-
Emotional
Growth and
Socialization,
especially pp.
47-78*

14:23 Marcus' caregiver supports his self-assertion while simultaneously teaching social skills.

15:02 Caregivers will hear a lot of "no's" from older infants as they seek to assert control.

15:55 A playful response to a "no" works well.

<i>Video Marker/Content</i>	<i>Caregiver Guides</i>	<i>See Also: Video/Guide</i>
16:32 Set up an environment that allows the older infant to have choices.	<i>A Guide to Environments,</i> especially pp. 28-40.	<i>Space to Grow</i> "Choice"
16:58 Create activities that are attractive to children. Eva leads a book reading activity and responds to the children.		<i>Getting in Tune</i> "The Responsive Process"
18:02 Older infants enjoy fantasy and dress-up play.	<i>A Guide to Social-Emotional Growth and Socialization,</i> p. 17	
18:41 Caregivers provide a special gift by becoming part of a child's sense of make-believe.		<i>Flexible, Fearful, or Feisty</i> Flexible child, the "James" segment
19:07 Exploration outdoors develops child's confidence, competence, and sense of self.		<i>Space to Grow</i>
19:32 Older infants love group play; group identity becomes part of individual identity.		
20:34 Caregivers can introduce older infants to the world through activities they initiate.		
20:57 Older infants are different: more socially competent and intellectually abstract.		
21:14 Review of how caregivers can meet needs of older infants.		
22:02 How to meet the differing needs of young infants, mobile infants, and older infants in a mixed age group setting .		
23:38 Credits roll.		
25:01 Overview of the Program for Infant/Toddler Caregivers.		

The Program for Infant/Toddler Caregivers: Module Training Institutes

Module training institutes are offered to program managers and other professionals responsible for training caregivers once a year. Modules I: Social-Emotional Growth and Socialization and II: Group Care are presented together in July of each year. Modules III: Learning and Development and IV: Culture, Family, and Providers are offered in either February or in May. These double training sessions are one week long.

The institutes help trainers deepen their own understanding of each module's content and acquire skills in the integrated presentation of video and guide information. Such issues as whether to show only parts of a particular video, how to address controversies stirred up by a video, how to treat a topic in greater depth by referring to sections of that module's caregiver guides, the use of supportive media and written materials, and suggested learning activities are discussed. Those who complete training in a module are awarded a certificate from the California Department of Education and Far West Laboratory that identifies them as qualified trainers in the specific module in which they receive training. For more information about module training institutes, contact:

Terry De Martini
Training & Technical Assistance Coordinator
Far West Laboratory for Educational Research and Development
Center for Child & Family Studies
180 Harbor Drive, Suite 112
Sausalito, California 94965

Purchasing Program Materials

All of the completed Program materials, including the four trainer's manuals, may be purchased from the California Department of Education, Bureau of Publications. Costs of materials are found on the order form on the next two pages. The videos: *Early Messages: Communicating With Infants and Toddlers*, and *Protective Urges: Working with the Feelings of Parents and Caregivers* (working titles) are currently under development. When completed, these videos will also be available for purchase through the California Department of Education.

ORDER FORM

Order Form revised Spring 1994

All items may be purchased separately and/or as part of a module at the special package price.

Title	Item number	Quantity	Price	Total
Module I: Social-Emotional Growth and Socialization				
First Moves - English video	0751		\$65.00	
First Moves - Spanish video	0771		65.00	
First Moves - Chinese video	0772		65.00	
First Moves - 50 video magazines	9960		17.50	
Flexible, Fearful, or Feisty - English video	0839		65.00	
Flexible, Fearful, or Feisty - Spanish video	0872		65.00	
Flexible, Fearful, or Feisty - Chinese video	0871		65.00	
Flexible, Fearful, or Feisty - 50 video magazines	9956		17.50	
Getting in Tune - English video	0809		65.00	
Getting in Tune - Spanish video	0811		65.00	
Getting in Tune - Chinese video	0810		65.00	
Getting in Tune - 50 video magazines	9957		17.50	
Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization	0876		12.50	
Module I Trainer's Manual	1084		20.00	
Module I: Social-Emotional Growth and Socialization (The package price includes 3 videos, 3 accompanying video magazines, 1 curriculum guide, and 1 trainer's manual.)			Special price	
English videos	9928		199.00	
Spanish videos	9929		199.00	
Chinese videos	9930		199.00	
Module II: Group Care				
It's Not Just Routine - English video	0869		65.00	
It's Not Just Routine - Spanish video	0881		65.00	
It's Not Just Routine - Chinese video	0882		65.00	
It's Not Just Routine - 50 video magazines	9955		17.50	
Respectfully Yours - English video	0753		65.00	
Respectfully Yours - Spanish video	0773		65.00	
Respectfully Yours - Chinese video	0774		65.00	
Respectfully Yours - 50 video magazines	9958		17.50	
Space to Grow - English video	0752		65.00	
Space to Grow - Spanish video	0775		65.00	
Space to Grow - Chinese video	0776		65.00	
Space to Grow - 50 video magazines	9959		17.50	
Together in Care - English video	1044		65.00	
Together in Care - Spanish video	0888		65.00	
Together in Care - Chinese video	1051		65.00	
Together in Care - 50 video magazines	9873		17.50	
Infant/Toddler Caregiving: A Guide to Routines	0877		12.50	
Infant/Toddler Caregiving: A Guide to Setting Up Environments	0879		12.50	
Module II Trainer's Manual	1076		20.00	
Module II: Group Care (The package price includes 4 videos, 4 accompanying video magazines, 2 curriculum guides, and 1 trainer's manual.)			Special price	
English videos	9931		269.00	
Spanish videos	9932		269.00	
Chinese videos	9933		269.00	

Note: The video magazines and the curriculum guides are in English.

<i>Title</i>	<i>Item number</i>	<i>Quantity</i>	<i>Price</i>	<i>Total</i>
Module III: Learning and Development				
The Ages of Infancy - English video	0883		\$65.00	
The Ages of Infancy - Spanish video	0884		65.00	
The Ages of Infancy - Chinese video	0885		65.00	
The Ages of Infancy - 50 video magazines	9954		17.50	
Discoveries of Infancy - English video	1045		65.00	
Discoveries of Infancy - Spanish video	0829		65.00	
Discoveries of Infancy - Chinese video	0784		65.00	
Discoveries of Infancy - 50 video magazines	9874		17.50	
Early Messages - English video (Available December 1995)				
Early Messages - Spanish video (Available December 1995)				
Early Messages - Chinese video (Available December 1995)				
Early Messages - 50 video magazines				
Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning	1055		12.50	
Infant/Toddler Caregiving: A Guide to Language Development and Communication	0880		12.50	
Module III Trainer's Manual	1108		20.00	
Module III: Learning and Development (The package price includes 2 videos, 2 accompanying video magazines, 2 curriculum guides, and 1 trainer's manual.)			Special price	
English videos	9860		159.00	
Spanish videos	9861		159.00	
Chinese videos	9862		159.00	
Module IV: Culture, Family, and Providers				
Essential Connections - English video	1056		65.00	
Essential Connections - Spanish video	1058		65.00	
Essential Connections - Chinese video	1059		65.00	
Essential Connections - 50 video magazines	9869		17.50	
Parent-Provider Relationships - English video (Available June 1995)				
Parent-Provider Relationships - Spanish video (Available June 1995)				
Parent-Provider Relationships - Chinese video (Available June 1995)				
Parent-Provider Relationships - 50 video magazines				
Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents	0878		12.50	
Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care	1057		12.50	
Module IV Trainer's Manual	1109		20.00	
Publications to Be Purchased Separately				
Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials	0750		9.50	
Visions for Infant/Toddler Caregiving: Guidelines for Professional Caregiving	0758		6.50	
			Total	\$

Orders should be directed to: California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
916-445-1260; credit-card orders 1-800-995-4099

California residents add sales tax \$

Total amount \$

Please include the item number for each title ordered.

Mail orders must be accompanied by a check, a purchase order, or a credit card number, including expiration date (VISA or MasterCard only). Purchase orders without checks are accepted from governmental agencies only. Telephone orders will be accepted toll-free (1-800-995-4099) for credit card purchases only. Sales tax should be added to all orders from California purchasers. Stated prices, which include shipping charges to anywhere in the United States, are subject to change.

Name _____

Agency _____

Shipping address _____

City _____ State _____ ZIP code _____

BEST COPY AVAILABLE